

# **WSU Board of Trustees**

**Feb. 2, 2016**

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**AGENDA**  
**WEBER STATE UNIVERSITY BOARD OF TRUSTEES**  
**Feb. 2, 2016**  
**9:30 a.m.**  
**Betty Hess Lampros Boardroom**  
**Miller Administration Building**  
**3850 Dixon Parkway**  
**Ogden, Utah**

- I. Roll Call
- II. Approval/Ratification of Dec. 1, 2015, Meeting Minutes
- III. President's Report
- IV. WSU Student Association President's Report
- V. Alumni President's Report
- VI. Committee Reports
  - A. Business Committee: Scott Parson, Chair
    - December 2015 Financial Report
    - Audit Committee Report
    - WSU Policy, PPM 5-11, Reimbursement for Petty Cash
    - Athletics Update
    - Monthly Investment Reports
  - B. Personnel & Academic Policy Committee: Kevin Sullivan, Chair
    - Proposed WSU Centers
    - Program Name Changes
    - Proposed Certificates
    - Bachelor of Science: Emergency Healthcare Services
    - Bachelor of Science: Outdoor and Community Rec. Education
    - Sabbatical Leave
    - Health Professions Tenure Document
    - Program Reviews
    - Promotion to Full Professor: David Ferro
    - Personnel Change Report: December 2015 – January 2016
- VII. Calendar of Events
- VIII. Other
- IX. Adjourn

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**Minutes (Draft)**  
Weber State University  
Board of Trustees  
Dec. 1, 2015

**Trustee Members:**

Ms. Louenda Downs  
Ms. Karen Fairbanks  
Ms. Heather Hales  
Mr. Cash Knight  
Mr. Scott Parson  
Mr. Steven E. Starks  
Dr. Jeff Stephens  
Mr. Kevin Sullivan (Vice Chair)

**Excused:**

Mr. Alan Hall (Chair)  
Mr. Nolan Karras

**Weber State University Officials:**

Dr. Charles A. Wight, President  
Dr. Norm Tarbox, VP for Administrative Services  
Dr. Madonne Miner, Provost  
Dr. Brad Mortensen, VP for University Advancement  
Dr. Jan Winniford, VP for Student Affairs  
Dr. Bret Ellis, VP for Information Technology  
Mr. Shane Farver, Secretary, Board of Trustees  
Dr. Marek Matyjasik, Vice Chair, Faculty Senate  
Mr. John Kowalewski, Executive Director, Marketing & Communications  
Ms. Amelia Williams, Vice Chair, Staff Advisory Council

**Press Present:**

Becky Wright, Standard-Examiner

Welcome

Nov. 3, 2015, Minutes

President's Report

(Native Symposium)

(Japanese Delegation)

(Veterans Day)

- I. The meeting convened at 9:35 a.m.
- II. Vice Chair Kevin Sullivan, acting in Chair Alan Hall's absence, took role and welcomed those present.
- III. On a motion from Scott Parson seconded by Louenda Downs, the Board of Trustees unanimously approved minutes from the Nov. 3, 2015, meeting.
- IV. President Charles A. Wight gave a report covering the following items:
  - 1) WSU hosted the 10<sup>th</sup> Annual Native Symposium on Nov. 10. Garth "Jerry" Bear of the Skull Valley Goshute Indian Tribe presided over a sunrise ceremony. Many other events were held during the day, and it concluded with a student panel for high school participants with native student leaders on campus.
  - 2) Judge Raymond Uno, a great friend of Weber State, partnered with the WSU President's Office and Center for Diversity and Unity to host the "Walk in the U.S., Talk on Japan" program on Nov. 12. The program seeks to promote understanding of Japan. A formal, traditional Japanese meal was served. Guests heard from a delegation that included Ken Shimanuchi, former Japanese ambassador to Spain and Brazil.
  - 3) WSU's Veterans Day commemoration included a luncheon for supporters, where awards were presented to World War II veterans Jim Hurst and Dean Hurst as well as keynote speaker Haven Barlow, also a veteran of WWII. In the evening, WSU held "A Light to Remember," a memorial at the Stewart Bell Tower. It featured the ROTC choir and remarks from Congressman Rob Bishop. It culminated in the illumination of a search light, reminding us to remember veterans in the community and on campus.

(International Education Week)

4) WSU's Office of International Programs hosted an International Education Week Nov. 16-20 to promote understanding. It was a great day of service and dance.

(Weber State Farmington Station)

5) Weber State Farmington Station held its grand opening on Nov. 17. The 11,000-square-foot facility, located above Old Navy in Station Park, houses the executive Master of Health Administration program. Additional classes and certificate programs will be held at that facility at a later date. The facility is located in an easily accessible area at the confluence of Highway 89, Interstate 15 and the Farmington FrontRunner station.

(Dream 125 Goal)

6) WSU has officially surpassed its goal of raising \$125 million as part of its Dream 125 campaign. The university is at \$128.3 million as of Sept. 30. Weber State will continue to raise funds until June 30, 2016, when the campaign concludes. The support from alumni, friends and community members has been remarkable. It's been a treat to see the work that Alan Hall and many others have put into the campaign.

(Gulf Coast Showcase)

7) The WSU men's basketball team ran the table at the Gulf Coast Showcase basketball tournament in Florida. The team won the championship. Joel Bolomboy and Jeremy Senglin were named to the All-Tournament Team, and Senglin received the Most Valuable Player Award.

(Farmington Station Meeting)

The Board of Trustees agreed to have its next Davis County Meeting at Weber State Farmington Station

WSUSA President's Report

V. WSUSA Student Body President Cash Knight gave a report on the following items:

(Service)

1) There were 18 new service events this month, with 214 new students participating. Clubs and Organizations held a service activity as well.

(Training Conferences)

2) Student leadership has been focusing upon training conferences for those students already in

(Nearly Naked Mile)

leadership positions.

- 3) More than 300 canned food items and over 400 gently used clothing items were donated during the Nearly Naked Mile. While dropping clothes off, student leaders had the chance to give a mother some children's clothes.

(Future Events)

- 4) WSUSA is planning events for spring semester.

Alumni President's Report

VI. Heather Hales, president of the WSU Alumni Association's Board of Directors, gave a report on the following items:

(Student Alumni Association)

- 1) The Student Alumni Association participated in the United Way Thanksgiving Drive for turkeys. Twenty turkeys were donated, as well as half donations.

(Regional Alumni Chapters)

- 2) Regional alumni chapters have planned several events during the year, and the Alumni Association is excited to keep that momentum going. This is the first year that regional chapters have been involved.

(Golf tournament)

- 3) Hales provided information to trustees about the Alumni Golf Classic. Last year, \$30,000 scholarships were donated during the tournament.

(Membership events)

- 4) The Alumni Association held a Boondocks event. Those with memberships received a discount. In addition, the association was at Christmas Village. The Alumni Association's Christmas house is a dorm room, and trustees were encouraged to go to it. Trustee Louenda Downs joined the

(Phone-A-Thon)

- 5) The phone-a-thon resulted in 52 percent of pledges being fulfilled.

(Shoeboxes for Veterans)

- 6) The Alumni Association will participate in Shoeboxes for Veterans this year.



Faculty Report

VII. Marek Matyjasik, vice chair of the faculty senate, reported that the Weber State University chapter of Sigma Xi was recognized nationally for program excellence. WSU was one of four chapters to be recognized.

Committee Reports  
Business Committee

VIII. Scott Parson gave the following report on the Board of Trustees Business Committee:

(Quarterly Investment  
Report)

- 1) The last part of the quarter was challenging due to movement in the stock market, but Norm Tarbox, vice president for Administrative Services, expects that issue to be remedied.

ACTION

Upon a motion from Karen Fairbanks and seconded by Louenda Downs the Board of Trustees voted unanimously to approve the quarterly investment report.

(Real Estate Transactions)

- 2) Weber State sought to purchase two homes located between Wildcat Village and the Dee Events Center to pursue a campus corridor. The first home will be purchased under appraised value (\$190,000) and the other is to be purchased at appraised value (\$212,000). In addition, the university sought to sell a piece of property on Highway 89 near Gentile Street in Layton. The agreed sales price for the half-acre parcel is \$145,000 (appraised value). The event that would likely bring WSU to pave the corridor in Ogden would be the arrival of bus rapid transit, Tarbox said.

ACTION

On a motion from Louenda Downs seconded by Karen Fairbanks, the Board of Trustees unanimously voted to approve the real estate transactions.

(Housing Services Rates)

- 3) The recommendation is a 2 to 4 percent increase to housing cost depending upon room type as well as a 2 percent increase to the meal plan. Tarbox reported excellent occupancy in University Village, with essentially no vacancy, and Wildcat Village has occupancy of about 76 percent. The new rates would begin in the fall of

(Quarterly Athletic Report)

ACTION

(Quarterly Construction Report)

ACTION

Personnel and Academic Policy Committee

(EAST Tenure and Post Tenure Review)

2016.

Upon a motion from Louenda Downs seconded by Jeff Stephens, the Board of Trustees unanimously voted to approve the rate increases.

- 4) Weber State's academic progress rate is meeting the NCAA standard and the university standard in all but a few sports. Good progress toward the graduation success rate is occurring. Tarbox stated that coaches' salaries are commensurate with others with the exception of men's basketball. A portion of salaries is in the form of a bonus that is provided at year end after a coach has committed. President Charles A. Wight also commended the leadership of Athletic Director Jerry Bovee and Associate Athletic Director Amy Crosbie.

Upon a motion from Cash Knight and seconded by Steve Starks, the Board of Trustees voted unanimously to approve the quarterly athletic report.

- 5) Several projects are underway, some of which are in the planning stages. Brad Mortensen, vice president of University Advancement, reported that WSU's Social Science Building was ranked No. 3 on the Board of Regents' priority list, then No. 8 on the Utah Legislature's Building Board list. The project is \$33 million.

On a motion from Louenda Downs seconded by Heather Hales, the Board of Trustees voted unanimously to approve the quarterly construction report.

IX. Personnel and Academic Policy Committee Chair Kevin Sullivan gave the following report:

- 1) The College of Engineering, Applied Science and Technology proposed changes to tenure and post-tenure review documents that reflect the college's change in name and reflect online student evaluations being allowed.

(Goddard School Post-Tenure Review)

ACTION

(Personnel)

ACTION

(WSU Turnover)

Other

Executive Session

Reconvene to Public Meeting and Adjourn

2) The Goddard School of Business & Economics requested changes to its post-tenure review documents to allow for an alternative method of post-tenure reviews.

3) On a motion from Scott Parson seconded by Louenda Downs, the Board of Trustees unanimously voted to approve the changes to the EAST and Goddard School documents.

4) The Board of Trustees was asked to approve an emeritus recommendation, an honorary title for tenured and ranked professors, for Ron Deckert.

On a motion from Louenda Downs seconded by Jeff Stephens, and following a brief discussion about process, the Board of Trustees unanimously approved the emeritus recommendation.

5) Provost Madonna Miner provided a report on WSU employee turnover to trustees. Trustees discussed the report.

6) Brad Mortensen reported that the university and Board of Regents was in the process of rescheduling a legislative information meeting with trustees. Shane Farver introduced Amelia Williams, vice chair of the Staff Advisory Council.

7) Upon a motion from Jeff Stephens, seconded by Louenda Downs, and approved unanimously by roll-call vote, the meeting was adjourned to executive session for the purpose of a discussion of the character, professional competence, or physical or mental health of an individual.

X. With no formal action being required following the executive session, the meeting adjourned at 10:20 a.m.

Submitted by:



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Shane Farver  
Secretary, Board of Trustees



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Charles A. Wight  
President, Weber State University

Draft



**President's Report  
WSU Board of Trustees  
Dec. 1, 2015**

1. A series of events marked the *10th Annual Native Symposium: Respecting Sacred Land: Conversations on Water, Waste and Sustainability*. On Nov. 10. Garth "Jerry" Bear, Jr. of the Skull Valley Goshute Indian Tribe presided over a sunrise ceremony at 7 a.m. and gave a later presentation was on waste and sustainability. Rupert Steele of the Confederated Tribes of the Goshutes on the delivered our second keynote speech on the theme of water and sustainability. A round table discussion and luncheon was held immediately after the two keynotes with a traditional Native meal served to guests. This day's events concluded with a student panel for high school participants with native student leaders on campus. On Nov. 19, Native Symposium events concluded with a screening of *The Activist*.
2. Judge Raymond Uno and members of the Japanese American Citizens League partnered with the Office of the President to host the "Walk in U.S., Talk on Japan" program by the Cabinet Office of Japan on Nov. 12. The program seeks to promote understanding of Japan by having experts in various fields communicate with campus and community partners. The discussion focused upon Japanese society, economy, women in management, politics, business, culture and the environment. A formal, traditional Japanese meal was served while attendees heard from a delegation that included Ken Shimanouchi, former Japanese Ambassador to Spain and Brazil, and other highly accomplished members.
3. Veterans Services had a full day of activities for Veterans Day including a display of WWII uniforms and equipment, music by a singing trio, and the reading of the names of fallen Utah soldiers since 9-11. Afternoon activities included an awards ceremony and luncheon for supporters of veterans, including awards to Jim Hurst and Dean Hurst, and keynote speaker Haven Barlow. The evening activity at the Bell Tower, "A Light to Remember," featured the ROTC choir and remarks by President Wight and Congressman Rob Bishop, culminating in the illumination of a search light reminding us to remember veterans in our community and on campus.
4. Weber State University's Office of International Programs and the International Student and Scholar Center sponsored a successful International Education

Week Nov.16-20 to promote international understanding and enhance relationships between Americans and people around the world. Activities included a student fashion show, international cuisine, cultural performances, a trivia game show, international booths, a day of service and a dance.

5. Weber State Farmington Station officially opened Nov. 17. The 11,000-square-foot facility, located in Station Park, houses the executive Master of Health Administration program. Additional classes and programs are planned for the future. The space is divided into classrooms, seminar rooms, a conference room, offices and a reception area.
6. The university has officially exceeded its goal of raising \$125 million as part of Dream 125: The Campaign for Weber State. The university has raised \$128.3 million and will continue to fundraise until the conclusion of the campaign in 2016.



## **WSUSA December Monthly Report**

**Service:** The service team hosted 18 individual events this month. Between the 18 events 214 students participated.

**Clubs & Organizations:** Held the C&O 2<sup>nd</sup> annual week of service. Worked with Catholic Community Services every day of the week. Students drove down there to help in a variety of tasks.

**Leadership:** Largest focus was training different students groups on campus in how to utilize their StrengthsQuest results. Hosted a training conference for students in leadership positions in different clubs and organizations, in collaboration with the C&O team.

**Senate/Activities:** The Nearly Naked Mile and the dance that followed were both a huge success. Over 300 canned food items were donated that went directly into our student food bank “Weber Cares”. Over 400 gently used clothing items were donated. St. Anne’s Center/ Lantern House was especially grateful for the number of infant clothing items donated.

**Other:** With the semester winding down we are doing the same so that our students can focus on finishing the semester strong academically. Each team will continue doing small events and service projects thought-out the semester. However, the focus will be primarily on finals week, graduation, and an end of the year mini retreat for all of the teams.



**Weber State University Alumni Association President's Report**  
**WSU Board of Trustees**  
**December 2015**

➤ **Student Alumni Association**

The Student Alumni Association partnered with LDSSA and hosted a pre-game tailgate at the Dee Event Center prior to the Weber State/Utah State men's basketball game on Friday, November 13th. All Weber State students were invited to attend the hour long activity. LDSSA provided donuts and SAA provided hot chocolate for all in attendance.

The Student Alumni Association participated in a service project on Saturday, November 14th with the United Way of Northern Utah. The Executive Council volunteered their time to help with the United Way's annual turkey drive. During the three hour period that the SAA Council was outside collecting turkeys, there were over 20 donated. They also collected over \$65 in cash donations as well. The donations are all given to Catholic Community Services, Joyce Hansen Hall Food Bank.

➤ **Young Alumni Council**

The Young Alumni Council hosted several potential council members in the Alumni Suite at Elizabeth Dee Shaw Stewart Stadium for the Weber State football game on Saturday, November 7th. Those in attendance were educated about what the Young Alumni Council is and about the activities they plan to help raise money for the YAC scholarship. They were also invited to submit their names for consideration for the 2016-2017 YAC if they are interested in serving as a volunteer.

➤ **Regional Alumni Chapter**

Wasatch Chapter: The Wasatch Chapter of the WSUAA will be hosting alumni for the WSU/BYU basketball game on Saturday, December 5th at the Vivint Smart Home Arena in Salt Lake City. Alumni who register will be provided with a game day t-shirt, lunch, and a lower bowl game ticket. The price is \$35/each. Current, dues-paying Alumni Association members will receive a \$10 discount.

Arizona Chapter: The Arizona Chapter of the WSUAA will be hosting area alumni for an activity when the Portland Trail Blazers visit the Phoenix Suns on Friday, December 11. The evening will begin with a no-host dinner at Alice Cooperstown at 4:30pm. Attendees will participate in a fan tunnel as Damian Lillard and the Blazers take the floor. Registration includes a t-shirt and game ticket--price varies based on seat selection.

Pacific Northwest Chapter: The PNW Chapter will be hosting an event at the Moda Center on Friday, December 18th. The Weber State University men's basketball team will be playing in the Far West Classic against University of Portland at 5:30pm. The Chapter will be hosting alumni in the Sphere Lounge at the Moda Center for pre-game snacks. Registration includes pre-game & halftime snacks and a game ticket. The price is \$25/each. Current, dues-paying Alumni Association members will receive a \$10 discount.



➤ **Annual Alumni Golf Classic**

The 15th Annual Alumni Golf Classic will be held on Friday, June 10th, 2016 at The Barn Golf Club. Registration for the general public will begin February 1, 2016.

➤ **Weber Historical Society**

The Weber Historical Society held their last lecture for fall 2015 on Monday, Nov. 16th. Bill Adler presented a lecture about Joe Hill a radical labor activist and songwriter who was executed in Utah for murder a century ago. It was well attended and enjoyed.

➤ **Membership Events and Numbers**

**Boondocks Unlimited Access Pass**

The WSU Alumni Association sponsored an unlimited fun pass for WSU Wildcats and Friends. The event was held on Nov. 23rd at the Kaysville Boondocks location. **115 WSU members, friends and supporters attended.** WSUAA members and Student Alumni members received discount pricing (ticket cost \$15) and non-members could also attend (ticket cost \$22). The party package included hours of unlimited access to all attraction (bowling, rollerball, laser tag, kiddie cove, Miniature golf, go-karts, bumper boats, batting cages), plus \$5.00 game card for arcade play and deluxe pizza, pasta and ice cream buffet.

➤ **Christmas Village**

On Nov. 28th the WSU Alumni Association supported the Ogden City Christmas Village lighting event. The WSUAA Emeriti council handed out WSU holespex glasses to attendees. The WSUAA Christmas village house is one of the 59 cottages and was decorated with a "dorm room" theme, spotlighting WSU gear, athletic events, graduation, WSU license plate and WSUAA membership. The WSU Wildcat Village was a great help allowing us to borrow some of their dorm room accessories. Over 150,000 people visit the Ogden Christmas Village every year.

➤ **Phonathon 2015/16 as of 09/01/2015 - 10/28/2015**

Amount Pledged: \$4,240.00

Amount Paid: \$2,210.00

Amount Fulfilled: 52%

BUSINESS COMMITTEE  
OF THE  
WEBER STATE UNIVERSITY BOARD OF TRUSTEES

A meeting of the Business Committee of the Weber State University Board of Trustees was held at 8:30 a.m., December 1, 2015, in Room 302A, President's Office.

Members present:

Mr. Scott Parson

Mr. Steve Starks

Ms. Heather Hales

Weber State University officials present:

Dr. Charles A. Wight

President

Dr. Norm Tarbox

Vice President for Administrative Services

Dr. Brad Mortensen

Vice President for University Advancement

Dr. Bret Perozzi

Associate Vice President for Student Affairs

Mr. Steve Nabor

Senior Associate Vice President for Financial Services & CFO

Mr. Kevin Hansen

Associate Vice President for Facilities and Campus Planning

Mrs. Amy Crosbie

Associate Athletic Director/Senior Women Administrator

Mrs. Anita Preece

Secretary

Visitors: None

Excused: Mr. Nolan Karras  
Mr. Alan Hall

Press: None

BUSINESS COMMITTEE MEETING

Minutes

1. The minutes of the meeting held on November 3, 2015, were approved on a motion by Ms. Hales and a second by Mr. Starks.

Financial Reports for  
the Month ending  
October 2015

2. Vice President Tarbox reviewed the Financial Report for the month ended September 2015. With 33.33% of the year completed, 28.88% of the budget was expended.  
  
Vice President Tarbox reported that with four months of activity for the FY 2015-2016, there has been a significant reduction in federal student aid. Vice President Tarbox mentioned that tuition collections are right on budget. Vice President Tarbox gave an update of expenditures.

Motion

3. On a motion by Mr. Starks, and a second by Ms. Hales, the Financial Report for October was approved.

Quarterly Investment  
Report

4. Vice President Tarbox presented the Quarterly Investment Report. He reported on the following:
  1. **Endowment Pool** - The balance in the portfolio on 09/30/15 was \$108,072,265.  
The year-to-date return on investment was -5.87%.
  2. **Cash Management Pool** - The pool's balance on 09/30/15 was \$126,466,372.  
The year-to-date return on investment was 0.46%.

	<p>3. <b><u>Funds Separately Invested</u></b> - The balance on 09/30/15 was \$390,480. The year-to-date return on investment was -4.64%.</p> <p>4. <b><u>Foundation</u></b> - The balance on 09/30/15 was \$11,269,214. The year-to-date return on investment was -7.65%.</p> <p>Vice President Tarbox mentioned that the committee agreed to accept the terms of asset allocations and ranges and have further discussion at the February 2016 meeting.</p>
Motion	<p>5. On a motion by Ms. Hales, and a second by Mr. Starks, the Quarterly Investment Report was approved.</p>
Real Estate Transactions	<p>6. Vice President Tarbox reported that WSU seeks authorization to buy two properties and to sell another. The first proposed property purchase is adjacent to the Ogden Campus and is within the Master Plan acquisition zone between Wildcat Village and the Dee Event Center. The second property purchase is directly across the street (to the South) from the first property and is within the Master Plan acquisition zone.</p> <p>The property being sold was given to the University in 2007 and is located in Layton. A developer has recently approached WSU about acquiring the property as part of a residential development currently being planned.</p> <p>Funds to acquire the two homes will come from WSU's property acquisition fund augmented by Institutional Discretionary Funds. Proceeds from the property sale will benefit WSU Multimedia Services, KWCRC Radio Station, and the College of Engineering, Applied Science and Technology per an original gift agreement.</p>
Motion	<p>7. On a motion by Mr. Starks, and a second by Ms. Hales, the property purchases and property sell was approved.</p>
FY17 Budget Guiding Principles	<p>8. President Wight reviewed the WSU FY17 Budget Guiding Principles. He reviewed 7 principles with the committee.</p> <ul style="list-style-type: none"> <li>- Affordability Compact</li> <li>- Internal Efficiencies/Reallocations</li> <li>- Quality Faculty and Programs</li> <li>- Student Success</li> <li>- Access and Support for Underrepresented Groups</li> <li>- Budget Maintenance</li> <li>- Opportunistic</li> </ul> <p>This was an information item only.</p>

WSU Housing Services  
Proposed Rates for June  
2016 - May 2017

Motion

Quarterly Athletic  
Report  
- NCAA Certification  
Dashboard  
- Coaches Salaries

Motion

Quarterly Construction  
Report

9. Dr. Brett Perozzi, Associate Vice President for Student Affairs, presented the WSU Housing Proposed Rates and answered questions from the trustees. He mentioned that occupancy is up and WSU's pricing is well below our counterpart schools in the state.
10. On a motion by Ms. Hales, and a second by Mr. Starks, the WSU Housing Services Proposed Rates for June 2016 - May 2017 were approved.
11. Mrs. Amy Crosbie, Associate Athletic Director/Senior Women Administrator, presented the Quarterly Athletic Report. She reported on the following:
  - WSU Football finished 6 and 5 for the season.
  - The Women's Cross Country Team won the Big Sky Championships for the fourth time in the last five years and finished 22<sup>nd</sup> nationally.
  - Men's Basketball won the Gulf Coast Showcase where they played three games in three days.
  - Women's Basketball is off to a strong start with 4 wins and 1 loss.
  - Mrs. Crosbie mentioned that there is a great article highlighting Josh Burton, a student athlete who survived hurricane Katrina.

Vice President Tarbox highlighted the NCAA Athletics Dashboard. He mentioned that the APR scores are not public yet, but they are solid. The majority of the teams APR score is above 930. Women's Soccer has a four year APR Rate of 1000. Vice President Tarbox also mentioned that Wildcat Club and Sponsorships has increased significantly. This is an information item only.

Vice President Tarbox reviewed the Coaches Salaries with the trustees. This is an information item only.
12. On a motion by Mr. Starks, and a second by Ms. Hales, the Quarterly Athletic Report was approved.
13. Mr. Kevin Hansen, Associate Vice President for Facilities and Campus Planning, presented the Quarterly Construction Report. He reported on the following:
  - The Tracy Hall Science Center is 76% complete. The building is scheduled to be complete and ready for the beginning of school August 2016.
  - Stewart Library Renovation - Design is underway. Okland Construction is assisting to creating a phasing

		<p>plan to complete the construction. Construction will likely begin in late Spring of 2016 and continue through the end of the summer 2017.</p> <ul style="list-style-type: none"> <li>- Social Science Building Renovation - Mr. Hansen reported that GSBS Architecture is 90% complete with the program and will submit a final draft in December. The Board of Regents ranked the project 3<sup>rd</sup>. The Building Board ranked the project 8<sup>th</sup>. The project will be presented to the legislature in February for consideration.</li> <li>- Academic Success Center for Athletics (Stadium House) The construction is 60% complete and the project is scheduled to be complete in December 2015.</li> <li>- 2 Megawatt Solar Installation at Davis Campus - Mr. Hansen reported that Solar City was selected and WSU is finalizing the contract. Construction for this project will begin Spring 2016.</li> <li>- Community Education and Outreach Center - Demolition and site clean-up are underway. Mr. Hansen mentioned that an architect will be selected soon for the project.</li> <li>- Wattis Business Building MEP Renovation - Mr. Hansen mentioned that construction is planned for summer 2016. HVAC, mechanical, electrical, and plumbing will be replaced to improve the building.</li> </ul>
Motion	14.	On a motion by Ms. Hales, and a second by Mr. Starks, the Quarterly Construction Report was approved.
Monthly Investment Report	15.	Vice President Tarbox presented the Monthly Investment Report. He mentioned that WSU is in compliance with the State Money Management Act and the State Board of Regents Policy.
Motion	16.	On a motion by Ms. Hales, and a second by Mr. Starks, the Monthly Investment Report was approved.
Adjournment	17.	The meeting adjourned at 9:20 a.m.

Board of Trustees  
Personnel and Academic Policy Committee  
December 1, 2015

Members present: Kevin Sullivan, Chair, Karen White Fairbanks, Louenda Downs, Jeff Stephens, Cash Knight, Madonne Miner, Jan Winniford

Guests:

1. Personnel Changes were presented to the committee.
2. The following Early Retirement requests were approved on a motion by Louenda Downs seconded by Karen Fairbanks:  
  
Cynthia C Stokes, Wildcat Design and Print, Total Early Retirement, May 15, 2016  
Rebecca Carol Biddle, University Development, Total Early Retirement, April 30, 2016  
Sharen Hislop, Weber State Campus Stores, Total Early Retirement, November 30, 2015  
Jolene K Koga, Bookstore, Total Early Retirement, November 30, 2015  
Lisa Nielsen, IT, Total Early Retirement, December 31, 2015
3. The following College Tenure Documents were recommended to the full board on a motion by Karen Fairbanks, seconded by Cash Knight:  
  
EAST Promotion, Tenure, and Post-Tenure Review Policy  
GSBE Post-Tenure Review Policy
4. The following Emeriti Faculty Recommendation was recommended to the full board on a motion by Karen Fairbanks, seconded by Louenda Downs:  
  
Ron Joseph Deckert, Professor Emeritus of Botany, 2003-2015
5. WSU Turnover DATA was discussed.

**FINANCIAL REPORT**  
**December 2015**

This report includes six full months of activity since the close of the 2014-2015 fiscal year. It is developed using cash-basis conventions and will be updated regularly as additional months are completed and accounted for during the 2015-2016 fiscal year.

It is recommended that the financial report be approved.

UNAUDITED FOR  
DISCUSSION ONLY

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# WEBER STATE UNIVERSITY

## FINANCIAL REPORT

DECEMBER 31, 2015

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Presented: Weber State University Board of Trustees, February 2, 2016



**Weber State University**  
**Cash Basis Summary of Operations**  
**For the Month Ended December 31, 2015**  
**50 Percent of the Year Completed**

UNAUDITED FOR  
DISCUSSION ONLY

	Trustees Approved Budget 100%	Percent Of Budget Expended	Current Month Expenditures	Year To Date Expenditures	Prior Year To Date Expenditures	Percent Increase (Decrease)	Total Expenditures Prior Year
<b>State Appropriated Funds</b>							
Education and General (Excluding Athletics)	\$147,229,326	43.26 %	\$10,458,284	\$63,684,072	\$60,983,690	4.43 %	\$138,505,682
Athletics	3,195,370	53.05 %	269,574	1,694,988	1,615,497	4.92 %	3,289,315
Educationally Disadvantaged	483,927	33.17 %	28,607	160,504	181,926	(11.78) %	313,268
<b>Total State Appropriated Funds</b>	<b>150,908,623</b>	<b>43.43 %</b>	<b>10,756,465</b>	<b>65,539,564</b>	<b>62,781,113</b>	<b>4.39 %</b>	<b>142,108,265</b>
<b>Net Funds Available for Expenditure</b>	<b>\$150,908,623</b>	<b>43.43 %</b>					
<b>Other Unrestricted Funds</b>							
Institutional Discretionary			50,485	604,266	763,681	(20.87) %	1,401,164
Continuing Education Programs			651,806	3,286,733	3,317,815	(0.94) %	8,392,864
Shop Funds			735,388	4,154,177	4,105,385	1.19 %	9,954,027
Service Enterprises			456,705	2,178,163	1,946,512	11.90 %	4,572,282
Auxiliary Enterprises			1,944,552	10,880,367	10,168,670	7.00 %	20,023,737
Athletics			431,719	4,253,840	4,067,633	4.58 %	5,469,308
Self Supporting/Miscellaneous			405,569	2,492,901	1,609,196	54.92 %	3,425,587
<b>Total Other Unrestricted Funds</b>			<b>4,676,224</b>	<b>27,850,447</b>	<b>25,978,892</b>	<b>7.20 %</b>	<b>53,238,969</b>
<b>Restricted Funds</b>							
Grants and Contracts			796,286	16,511,777	18,140,002	(8.98) %	37,927,595
Gifts			427,288	3,880,756	3,693,000	5.08 %	10,046,661
<b>Total Restricted Funds</b>			<b>1,223,574</b>	<b>20,392,533</b>	<b>21,833,002</b>	<b>(6.60) %</b>	<b>47,974,256</b>
<b>Other Funds</b>							
Agency Funds			426,931	19,095,055	21,257,478	(10.17) %	48,952,287
Associated Students			576,674	2,804,878	2,951,813	(4.98) %	6,005,560
Plant Funds			1,698,146	18,862,454	10,537,423	79.00 %	26,936,373
<b>Total Other Funds</b>			<b>2,701,751</b>	<b>40,762,387</b>	<b>34,746,714</b>	<b>17.31 %</b>	<b>81,894,220</b>
<b>Total All Funds</b>			<b>\$19,358,014</b>	<b>\$154,544,931</b>	<b>\$145,339,721</b>	<b>6.33 %</b>	<b>\$325,215,710</b>

Weber State University  
Cash Basis - Summary of Operations  
Report Heading Descriptions

Report Heading	Heading Description
<b>State Appropriated Funds:</b> Education & General, Athletics, Educationally Disadvantaged	Funds appropriated by the State of Utah. The primary funding sources are state tax dollars and tuition. Examples of accounts include: instruction (e.g., English, Economics, Botany), administrative (e.g., President's Office, Payroll, Purchasing), facilities (e.g., utilities, landscaping, custodial)
<b>Other Unrestricted Funds:</b>	Funds received for which there are no stipulations by external agencies or donors as to the purposes for which they should be expended. These funds do have institutional restrictions.
Institutional Discretionary	The primary funding source is investment earnings. Various items and projects are financed with discretionary funds. Examples include: land purchases, equipment purchases, urgent institutional needs.
Continuing Education Programs	Accounts that are primarily non-credit producing programs. Examples of accounts include: personal enrichment, professional development, conferences.
Shop Funds	Primarily accounts that support academic activities. Sources of revenues are generally sales/services to students. Examples of accounts include: Science Stores, Student Testing Center, lab fees.
Service Enterprises	University departments whose sales/services are provided primarily to other University departments. Examples of accounts include: Mail Services, Vehicle Fleet, Printing Services.
Auxiliary Enterprises	University departments whose sales/services are provided primarily to the campus community. Examples of accounts include: Union Building, Student Housing, Bookstore.
Athletics	This group of accounts is comprised of all the individual sport accounts. Examples of accounts include: basketball, volleyball, football.
Self-Supporting	Academic programs that can produce credit hours but are not funded by State appropriated monies. Examples of accounts include: Military Science, Paramedics, Science Education Institute.
Miscellaneous	Miscellaneous accounts not captured in the other groups. Examples of accounts include: unrestricted gifts, endowment income accounts, capital campaign.
<b>Restricted Funds:</b>	Funds received which are limited by external agencies or donors as to the purpose for which they may be expended.
Grants & Contracts	External grants and contracts. Examples of accounts include: Student Upward Bound, Pell student financial aid, Toyota Automotive Training.
Gifts	External funds received from donors that are restricted for specific purposes. Examples of accounts include: scholarships, facilities, academic programs.
<b>Other Funds:</b>	Remaining accounts of the University
Agency Funds	Funds held by the University as custodian or fiscal agent. Examples of accounts include: sales tax collections, Stafford student loans, scholarship trust funds.
WSU Student Association	Programs supported with student fees and other miscellaneous sales. Examples of accounts include: student government, intramurals, Signpost.
Facilities	Funds received for the construction and improvement of facilities and major equipment acquisitions. Examples of accounts include: stadium remodel, Visual Arts Building, Davis Campus

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**AUDIT COMMITTEE REPORT**

Attached is a copy of the minutes from the December 1, 2015 Board of Trustees Audit Committee Meeting.

**Minutes**  
Weber State University  
Board of Trustees Audit Committee  
Dec. 1, 2015

**Members:**

Mr. Nolan Karras, Chair  
Mr. Steve Avis  
Ms. Julie Park  
Mr. Kevin Sullivan

**Excused**

Mr. Alan Hall

**Weber State University Representatives:**

Dr. Charles A. Wight, President  
Dr. Norm Tarbox, VP for Administrative Services  
Dr. Jan Winniford, VP for Student Affairs  
Dr. Bret Ellis, VP for Information Technology  
Mr. Bryce Barker, Director of Internal Audit  
Mr. Wendell Rich, Manager, Financial Reporting and Accounting  
Mr. Steve Nabor, Senior Associate Vice President, Financial Services  
Mr. Shane Farver, Chief of Staff, WSU President's Office

**Others:**

Mr. Van Christensen, Financial Audit Director, State Auditor's Office  
Greg Hastings, Financial Audit/IS Supervisor, State Auditor's Office

Welcome	1. Chair Nolan Karras welcomed those present.
State Auditor's Report/Government Auditing Standards Report	2. Van Christensen, State of Utah audit director, reported that the State Auditor's Office audited the university's financial reports for compliance to requirements. Weber State was compliant in all areas and deemed to have proper controls in place. The auditors issued an unqualified clean opinion with no inconsistencies. An NCAA audit is still underway.
2015 Financial Report	<p>3. Wendell Rich, Director of Financial Reporting and Investments, reviewed the 2015 Annual Financial Report. Total assets as of June 20, 2015, were \$546 million, an increase of \$13.3 million. Total non-current liabilities increased \$11.8 million, primarily due to implementing GASB 68. The ending Total Net Position was \$452.9 million.</p> <p>The Statement of Revenues, Expenses and Changes in Net Position shows an increase of \$12.2 million.</p> <p>Three major construction projects were going on during the fiscal year:</p> <ul style="list-style-type: none"> <li>• Public Safety Building</li> <li>• Miller Administration Building</li> <li>• Tracy Hall Science Center</li> </ul>
Follow-Up Audits	<p>4. Bryce Barker, Director of Internal Audit, gave a report on four follow-up audits:</p> <ul style="list-style-type: none"> <li>• Academic Support Centers &amp; Programs</li> <li>• Office of Sponsored Projects &amp; Technology Commercialization Office</li> <li>• Dining Services/Contract</li> <li>• College of Science</li> </ul> <p>He recommended that the audits for Academic Support Centers and the Office of Sponsored Projects be closed. He recommended the Dining Services/Contract and the College of Science audits remain open since not all of the recommendations for these audits have been implemented.</p> <p>Upon a motion from Julie Park seconded by Steve</p>

<b>ACTION</b>	<p>Avis, the committee approved closing the audits for Academic Support Centers and the Office of Sponsored Projects and keeping open the audits for Dining Services/Contract and the College of Science.</p>
Scheduled Audits	<p>5. Bryce Barker reported on the findings for the following scheduled audits:</p> <ul style="list-style-type: none"><li>• Office of Academic Technologies</li><li>• Main Cashier's Office</li><li>• University Investments</li><li>• Institutional Discretionary Funds</li></ul> <p>He recommended a follow-up audit be performed for the Office of Academic Technologies and closing the audit for the Main Cashier's Office. The Report on University Investments concluded that investment activity for the fiscal year that ended June 30, 2015, complied with laws and policies and investments are fairly presented on the USHE report. The Report on Institutional Discretionary Funds concluded that expenditures from those funds complied with WSU and Board of Regents policies. These two audits are performed annually and were also recommended to be closed.</p>
<b>ACTION</b>	<p>Upon a motion by Kevin Sullivan seconded by Julie Park, the Audit Committee unanimously approved Barker's recommendation that a follow-up audit for the Office of Academic Technologies be conducted and the Main Cashier's Office, University Investments and the Report on Institutional Discretionary Funds audits be closed.</p>
BOT Audit Committee Annual Report	<p>6. Bryce Barker briefly discussed the BOT Audit Committee Annual Report that will be presented to the BOR in January by Audit Committee members.</p>
EthicsPoint	<p>7. Bryce Barker reported on anonymous EthicsPoint complaints that were received by the university since the last audit committee meeting. It was noted all complaints received were reviewed and addressed by the appropriate university personnel.</p>

**WSU POLICY, PPM#5-11,  
REIMBURSEMENT FOR PETTY CASH PURCHASES**

Reimbursement for petty cash purchases will be made through the University Procurement System - Paw Place. These changes bring the policy up-to-date with the new electronic system.

Purchases for a small dollar amount or for emergencies may be authorized without the formalities of submitting a requisition and issuing a purchase order from the University. In these cases, a University employee may be authorized to purchase goods directly from a vendor and be reimbursed.

# Reimbursement for Petty Cash Purchases

No. 5-11	Rev. 11-14-06	Date 08-17-77
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## POLICY

A. Purchases for a small dollar amount or for emergencies may be authorized without the formalities of submitting a requisition and issuing a purchase order from the University. In these cases, a University employee may be authorized to purchase goods directly from a vendor and be reimbursed ~~from petty cash funds~~.

### ~~B. Authorized Petty Cash Funds~~

#### ~~1. Cashier Office Petty Cash~~

~~Reimbursement for petty cash purchases will be made by the University cashier.~~

#### ~~2. Department Petty Cash Funds~~

~~Financial Services may authorize some departments to maintain a petty cash fund for reimbursing small purchases. Financial Services will determine the maximum amount of cash authorized for each department. In unusual cases, the Associate Vice President for Financial Services may authorize a department to provide a cash advance with subsequent proof of expenditure rather than reimbursement.~~

B. Reimbursement for petty cash purchases will be made through the University Procurement System-PAW Place.

C. The following conditions apply to all petty cash transactions. ~~whether reimbursed from a department petty cash fund or from the Cashier's Office.~~

1. A WSU Petty Cash Reimbursement Voucher must be submitted. The Petty Cash Form in PAW Place will be submitted along with one of the following as proof of purchase:

a. An itemized receipt from the vendor

b. An itemized cash register tape showing vendor's name, date and amount

c. An itemized invoice marked "paid" from the vendor

2. ~~The WSU Reimbursement Voucher requires the handwritten signature(s)~~ The form requires electronic approval of the appropriate supervisor(s) responsible for the account to be charged ~~and the printed cost code~~ before reimbursement is made. The University is not obligated to reimburse anyone for expenditures that were not approved by the supervisor.

a. If the person to be reimbursed is the person responsible for the account to be charged, that person's supervisor must ~~sign the Petty Cash Reimbursement Voucher~~ approve the electronic form in PAW Place.

b. The University is exempt from paying sales tax; therefore, the purchaser should avoid paying sales tax by using a University P-Card. Utah Administrative Rule R865-19S-42(3) states that cash sales are not sales tax exempt. However, if sales taxes were paid, the University will reimburse the full amount of the purchase including sales tax. It is recommended that a University P-Card be assigned to purchasers to ensure purchases are exempt from Utah sales tax. ~~The University's tax exempt number is shown on the face of the Petty Cash Reimbursement Voucher.~~

3. The maximum amount for reimbursement from petty cash for a single transaction is shown in Schedule I. Using more than one WSU Petty Cash ~~Reimbursement Voucher~~ Form for a single



transaction is not allowed. The University will not reimburse expenditures in excess of this limit without specific approval of the respective vice president certifying the absolute necessity of using petty cash for the purchase. Single purchase transactions in excess of the petty cash limit are to be handled through regular purchasing procedures.

4. ~~The person receiving the reimbursement will sign the Petty Cash Reimbursement Voucher acknowledging receipt of the reimbursement.~~ The petty cash reimbursement will be deposited directly to the individual's direct deposit bank account they have on record with the University. If the individual does not have a direct deposit account, a check will be mailed to the individual.

5. Petty cash may not be used to pay IRS reportable items, i.e., an individual for personal services, prizes and awards, honorariums, stipends etc., nor for reimbursement of any travel expenses, ~~except for in-state mileage. In-state mileage reimbursement above petty cash limit and all other travel must be processed on a WSU Travel Log (see PPM 5-32, Travel).~~

6. Reimbursement for meals or food items will be for official University business only. The petty cash ~~slip must be~~ form must be electronically signed by the supervisor of the requestor.

7. The University expects that personal funds will be used for petty cash purchases with subsequent reimbursement. University funds will not be advanced to anyone for the purpose of making cash purchases. ~~except from those departmental petty cash funds specifically authorized by Financial Services to make such advances.~~

8. Violation of this policy may result in non-reimbursement of expended funds, ~~closing of the approved petty cash fund~~ and ~~or/other~~ appropriate disciplinary action.

# Reimbursement for Petty Cash Purchases

PPM 5-11

## **SCHEDULE I**

The maximum amount for reimbursement from petty cash for a single transaction is ~~\$100.00~~  
\$150.00.

## **WSU ATHLETICS MISSION STATEMENT**

Semi-Annually, the WSU Athletics Mission Statement is presented to the Trustee Business Committee for discussion and input. The current mission statement is attached. Staff will lead a discussion about its development and content.

**Weber State University**  
**Department of Intercollegiate Athletics**  
**Mission Statement**

The mission of the Department of Intercollegiate Athletics is to support the greater mission of Weber State University in meeting the educational needs of Utah by stimulating and improving athletics programs for students, designed to develop and promote skills that assure an excellent chance of success in athletics participation, college, and career. The Intercollegiate Athletics Department enhances the development and success of student-athletes within a diverse and inclusive environment in supporting equitable opportunities for all, including women and minorities, by acting affirmatively in the recruitment and selection of athletes, coaches, and staff who are representative of society.

The goals of the Intercollegiate Athletics Department are:

- ◆ Support student-athletes' intellectual development and graduation.
- ◆ Prepare student-athletes for a lifetime of productive achievement pursuing excellence through personal development and teamwork.
- ◆ Enhance the health and safety of student-athletes through compliance with sports medicine guidelines and development of physical fitness and athletic skills.
- ◆ Promote student-athlete development of personal integrity, responsibility, and respect for self and others by encouraging cooperation and concern for others, embracing diversity, and exhibiting patience, self-control and poise.
- ◆ Maintain financially viable and fiscally responsible programs.
- ◆ Provide the institution public awareness and recognition through nationally competitive programs.
- ◆ Foster unity among faculty, staff, students, alumni, and the local community.

**ACADEMIC PERFORMANCE RATE (APR)**

The attached report shows the Academic Performance Rate (APR) for each WSU athletic team for the 14-15 academic year. APR is an NCAA program that measures the academic success of each program. Staff will present the report and answer any questions that the trustees may have.

# NCAA Division I 2014 - 2015 Academic Progress Rate Institutional Report

Institution: Weber State University

Date of Report: 11/30/2015

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2011-12, 2012-13, 2013-14 and 2014-15 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]*

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2014 - 2015 (N)	Multiyear Rate	2014 - 2015	Multiyear Rate	2014 - 2015
Men's Basketball	970 (52)	N/A	980 (13)	990	1000	937	958
Men's Cross Country	960 (41)	N/A	948 (15)	987	1000	932	897
Football	931 (330)	N/A	932 (87)	917	910	923	923
Men's Golf	981 (32)	N/A	963 (7)	982	1000	962	923
Men's Tennis	981 (28)	995	1000 (9)	981	1000	980	1000
Men's Track	946 (120)	N/A	967 (31)	921	967	954	949
Women's Basketball	980 (53)	N/A	942 (13)	981	962	979	923
Women's Cross Country	982 (60)	N/A	980 (13)	991	1000	964	958
Women's Golf	987 (40)	N/A	1000 (11)	973	1000	1000	1000
Women's Softball	964 (95)	N/A	971 (27)	967	962	957	962
Women's Soccer	1000 (108)	N/A	1000 (22)	1000	1000	995	1000

\* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

<sup>1</sup> Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>2</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>3</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>4</sup> Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

<sup>5</sup> Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>6</sup> Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>7</sup> Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>8</sup> Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

<sup>9</sup> Denotes APR that requires an APP Improvement Plan be created for this sport.

# NCAA Division I 2014 - 2015 Academic Progress Rate Institutional Report

Institution: Weber State University

Date of Report: 11/30/2015

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2014 - 2015 (N)	Multiyear Rate	2014 - 2015	Multiyear Rate	2014 - 2015
Women's Tennis	971 (27)	990	957 (7)	981	1000	961	909
Women's Track	965 (159)	N/A	947 (40)	954	961	963	932
Women's Volleyball	984 (52)	N/A	1000 (12)	1000	1000	967	1000

\* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

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<sup>9</sup> Denotes APR that requires an APP Improvement Plan be created for this sport.

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## MONTHLY INVESTMENT REPORTS

Regent guidelines regarding institutional investing require each USHE institution to submit summarized Investment Reports to Trustees on a monthly basis. This is in addition to the Quarterly Investment Reports that are currently being brought to Trustees. Attached is the WSU Monthly Investment Report covering activity for the months of November and December 2015. Approval of these reports is sought from the Business Committee.

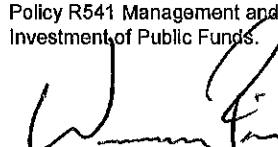


Weber State University  
Monthly Investment Activity Report  
November 30, 2015

	Type	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance October 31, 2015						\$222,198,895
Purchases:						
Wells Fargo	Checking	30-Nov-15	1-Dec-15	0.5200%	11,418,941	
Farm Credit	Bond	30-Nov-15	30-Nov-23	2.6500%	8,000,000	
Wells Fargo	CD Interest	Various	Various	Various	26,017	
CF Reinvested Earnings					6	
CF realized Gain					50,663	
Total Purchases						<u>19,495,627</u>
Withdrawals:						
Wells Fargo	Checking	31-Oct-15	2-Nov-15	0.5200%	17,010,390	
PTIF				0.6730%	8,165,431	
CF Net Operating Loss					15,190	
Common Fund Fees						
Global Bond Fund					605	
Strategic Solutions Equity Fund					760	
Natural Resources					684	
International Equity Fund					1,510	
High Quality Bond					1,575	
Intermediate Term Fund					302	
All Caps Equity					1,898	
Core Equity					2,465	
Multi-Strategy Commodities					355	
Emerging Markets Investors Co. B					1,690	
US Treasury Inflation Protection					127	
Contingent Asset Portfolio					645	
Total Withdrawals						<u>25,203,627</u>
Balance November 30, 2015						<u>\$216,490,895</u>

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



Wendell Rich  
Weber State University Director of Financial Reporting and Investments

Weber State University  
Monthly Investment Report  
November 30, 2015

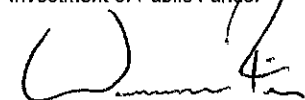
	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Wells Fargo	Checking	30-Nov-15	1-Dec-15	0.5200%	\$11,418,941	11,418,941
PTIF						
Endowment Pool	PTIF	Various	Various	0.6730%	1,694,040	1,694,040
Common Fund Outside Cash	PTIF	Various	Various	0.6730%	4,842,545	4,842,545
Cash Pool	PTIF	Various	Various	0.6730%	42,764,765	42,764,765
Common Fund						
Core Equity	Domestic Equities	Various	Various		14,419,101	19,518,755
Strategic Solutions Equity Fund	Domestic Equities	Various	Various		4,134,639	6,018,088
All Cap	Domestic Equities	Various	Various		11,235,956	15,045,267
International Equity Fund	International Equities	Various	Various		10,637,433	11,868,806
Emerging Markets	International Equities	Various	Various		7,032,268	6,162,489
Global Hedged Equity	Alternatives	Various	Various		5,159,513	6,648,373
SSG Diversifying Co. A42	Domestic Equities	Various	Various		1,676,117	2,154,151
Relative Value & Event Driven Co. 46	Alternatives	Various	Various		5,391,928	6,557,363
Relative Value Event Driven	Fixed	Various	Various		624,947	841,298
Global Private Equity	Equity	Various	Various		605,370	615,733
Venture Partners XI	Equity	Various	Various		293,893	315,468
Global Distressed Investors	Alternatives	Various	Various		101,733	173,032
Global Bond Fund	Fixed	Various	Various		3,891,247	3,778,310
Contingent Asset Portfolio	Fixed	Various	Various		4,851,007	5,253,379
High Quality Bond	Fixed	Various	Various		8,980,638	9,851,570
State Street US Govt	Fixed	Various	Various		1,636,994	1,636,994
Bankcorp Bank Master Demand	Fixed	Various	Various		250,006	250,006
US Treasury Inflation Protection	Fixed	Various	Various		629,013	633,035
Intermediate Term Fund	Fixed	Various	Various		2,326,686	2,457,624
Multi-Strategy Commodities	Alternatives	Various	Various		2,275,192	1,441,593
Natural Resources	Alternatives	Various	Various		5,036,796	3,887,201
Natural Resources Partners	Alternatives	Various	Various		11,193	9,395
Certificate of Deposit						
Wells Fargo	CD's	13-Jun-11	12-Jun-16	2.3100%	4,814,109	4,814,109
Wells Fargo	CD's	13-Jun-11	10-Jun-16	2.3100%	1,209,521	1,209,521
Wells Fargo	CD's	13-Jun-11	11-Jun-16	2.3100%	2,406,936	2,406,935
Wells Fargo	CD's	21-Dec-12	21-Dec-17	0.8500%	13,138,368	13,138,372
Bonds						
FNMA	Bond	30-Jan-13	30-Jan-18	1.0200%	10,000,000	10,009,390
Fannie Mae	Bond	30-Jan-13	30-Jan-18	1.0300%	1,000,000	1,001,179
Fannie Mae	Bond	22-Feb-13	22-Feb-18	1.2000%	1,000,000	991,897
Freddie Mac	Bond	27-May-15	27-Nov-20	2.0000%	5,000,000	5,018,030
Freddie Mac	Bond	30-Jun-15	24-Dec-20	2.1000%	5,000,000	5,003,560
FHLB	Bond	22-Jun-15	22-Jun-21	2.3000%	5,000,000	5,029,540
Farm Credit	Bond	13-Oct-15	13-Jul-22	2.2700%	8,000,000	7,862,760
Farm Credit	Bond	13-Oct-15	13-Jul-22	2.6500%	8,000,000	7,984,648
Total Investments					<u>\$216,490,895</u>	<u>\$230,308,162</u>

Weber State University Foundation  
Monthly Investment Activity Report  
November 30, 2015

	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance October 31, 2015					\$10,732,921
Revenues:					
Dividends				34,273	
Interest				1,405	
Realized Gain (Loss)				47,586	
					<u>83,264</u>
Expenses:					
Investing Fees				572	
Annuity Payments				3,727	
Misc Expenses					
Transfers to University				197,087	
					<u>201,386</u>
Total Withdrawals					<u>201,386</u>
Balance November 30, 2015					<u>\$10,614,799</u>

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



Wendell Rich  
Weber State University Director of Financial Reporting and Investments

Weber State University Foundation  
Monthly Investment Report  
November 30, 2015

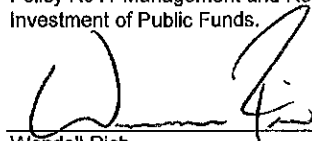
	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
<b>Bank Accounts</b>						
Key Bank	Checking	Various	Various		29,842	29,842
PTIF	PTIF	Various	Various	0.6731%	81,537	81,537
<b>Common Fund</b>						
Multi-Strategy Equity	Equity	Various	Various		1,057,496	2,024,964
Multi-Strategy Bond	Bond	Various	Various		996,849	1,062,464
Multi-Strategy Bond (Annuity)	Bond	Various	Various		386,054	391,953
Multi-Strategy Equity (Annuity)	Equity	Various	Various		382,749	607,480
<b>Stock and Money Markets</b>						
Alerian	Stock				223,340	156,928
Altria Group-Philip Morris	Stock				93,214	576,000
Apple	Stock				253,035	372,645
AT&T Corp	Stock				297,209	303,030
BCE Inc	Stock				339,705	335,868
Blackstone Group LP	Stock				414,734	304,493
BP PLC ADS	Stock				504,949	339,080
CenturyLink Inc	Stock				581,212	422,801
Chevron Corp	Stock				33,103	109,584
Columbia Ppty Tr Inc Com	Stock				364,227	360,864
Conoco Phillips	Stock				412,720	351,325
General Electric	Stock				127,070	526,944
Glaxosmithkline PLC ADS	Stock				630,427	546,885
HCP Incorporated	Stock				166,677	156,332
JP Morgan Chase & Co.	Stock				119,774	220,044
Merck & Co	Stock				231,058	381,672
PBF Energy Inc	Stock				297,780	514,223
Morgan Stanley Fund	Money Market			0.0200%	74,893	74,893
Pepsico	Stock				251,998	270,432
PJT Partners Inc Com	Stock				5,225	5,696
Prospect Capital Corp	Stock				203,684	146,250
SeaDrill LTD	Stock				431,750	79,648
SeaDrill Partners LLC	Stock				397,586	131,274
Verizon Communications	Stock				359,766	332,603
Vodafone GP	Stock				642,349	446,348
Zions Bancorp	Stock				222,787	218,708
<b>Total Investments</b>					<b>\$10,614,799</b>	<b>\$11,882,810</b>

Weber State University  
Monthly Investment Activity Report  
Funds Separately Invested  
November 30, 2015

			Transaction Amount	Amount
Balance October 31, 2015				\$49,434
Gifts:				
	Wells Fargo	Stock	9,931	
	GE	Stock	36,140	
				<u>46,071</u>
Sold:				
	GE	Stock	36,140	
				<u>36,140</u>
Total Withdrawals				<u>36,140</u>
Balance November 30, 2015				<u>\$59,365</u>

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University Investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



Wendell Rich  
Weber State University Director of Financial Reporting and Investments

Weber State University  
Monthly Investment Report  
Funds Separately Invested  
November 30, 2015

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
<hr/>						
Stock						
Berkshire Hathaway	Stock	1996			\$49,434	\$402,720
Wells Fargo	Stock	25-Nov-15			9,931	9,931
Total Investments					<u>\$59,365</u>	<u>\$412,651</u>

Weber State University  
Monthly Investment Activity Report  
December 31, 2015

	Type	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance November 30, 2015						\$216,490,895
Purchases:						
Wells Fargo	Checking	31-Dec-15	2-Jan-16	0.5200%	12,821,790	
FHLB	Bond	16-Dec-15	16-Dec-22	2.4500%	6,000,000	
Wells Fargo	CD Interest	Various	Various	Various	25,215	
CF Reinvested Earnings					325,562	
Total Purchases						<u>19,172,567</u>
Withdrawals:						
Wells Fargo	Checking	30-Nov-15	1-Dec-15	0.5200%	11,418,941	
PTIF				0.7145%	10,769,543	
Freddie Mac	Bond	30-Jun-15	24-Dec-15	2.1000%	5,000,000	
Common Fund Fees						
Global Bond Fund					625	
Strategic Solutions Equity Fund					796	
Natural Resources					660	
International Equity Fund					1,551	
High Quality Bond					1,630	
Intermediate Term Fund					312	
All Caps Equity					1,939	
Core Equity					2,545	
Multi-Strategy Commodities					357	
Emerging Markets Investors Co. B					1,670	
US Treasury Inflation Protection					131	
Contingent Asset Portfolio					668	
Total Withdrawals						<u>27,201,368</u>
Balance December 31, 2015						<u>\$208,462,094</u>

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



Wendell Rich  
Weber State University Director of Financial Reporting and Investments

Weber State University  
Monthly Investment Report  
December 31, 2015

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Wells Fargo	Checking	31-Dec-15	2-Jan-16	0.5200%	\$12,821,790	12,821,790
PTIF						
Endowment Pool	PTIF	Various	Various	0.7145%	2,278,514	2,278,514
Common Fund Outside Cash	PTIF	Various	Various	0.7145%	4,842,545	4,842,545
Cash Pool	PTIF	Various	Various	0.7145%	31,410,748	31,410,748
Common Fund						
Core Equity	Domestic Equities	Various	Various		14,504,932	19,127,589
Strategic Solutions Equity Fund	Domestic Equities	Various	Various		4,168,739	6,016,534
All Cap	Domestic Equities	Various	Various		11,271,860	14,595,922
International Equity Fund	International Equities	Various	Various		10,635,882	11,714,880
Emerging Markets	International Equities	Various	Various		7,032,288	6,026,792
Global Hedged Equity	Alternatives	Various	Various		5,159,513	6,826,047
SSG Diversifying Co. A42	Domestic Equities	Various	Various		1,676,117	2,110,116
Relative Value & Event Driven Co. 46	Alternatives	Various	Various		5,391,928	6,531,144
Relative Value Event Driven	Fixed	Various	Various		624,947	837,934
Global Private Equity	Equity	Various	Various		635,370	645,733
Venture Partners XI	Equity	Various	Various		293,893	315,468
Global Distressed Investors	Alternatives	Various	Various		91,733	163,032
Global Bond Fund	Fixed	Various	Various		3,924,257	3,768,207
Contingent Asset Portfolio	Fixed	Various	Various		4,882,390	5,245,703
High Quality Bond	Fixed	Various	Various		9,064,658	9,812,160
State Street US Govt	Fixed	Various	Various		614,572	614,572
Bankcorp Bank Master Demand	Fixed	Various	Various		250,006	250,006
US Treasury Inflation Protection	Fixed	Various	Various		629,009	628,006
Intermediate Term Fund	Fixed	Various	Various		2,336,727	2,454,079
Multi-Strategy Commodities	Alternatives	Various	Various		2,276,771	1,404,899
Natural Resources	Alternatives	Various	Various		6,037,564	4,688,084
Natural Resources Partners	Alternatives	Various	Various		11,193	9,395
Certificate of Deposit						
Wells Fargo	CD's	13-Jun-11	12-Jun-16	2.3100%	4,823,264	4,823,265
Wells Fargo	CD's	13-Jun-11	10-Jun-16	2.3100%	1,211,821	1,211,821
Wells Fargo	CD's	13-Jun-11	11-Jun-16	2.3100%	2,411,513	2,411,513
Wells Fargo	CD's	21-Dec-12	21-Dec-17	0.8500%	13,147,550	13,147,552
Bonds						
Fannie Mae	Bond	30-Jan-13	30-Jan-18	1.0200%	10,000,000	10,003,480
Fannie Mae	Bond	30-Jan-13	30-Jan-18	1.0300%	1,000,000	995,223
Fannie Mae	Bond	22-Feb-13	22-Feb-18	1.2000%	1,000,000	990,304
Freddie Mac	Bond	27-May-15	27-Nov-20	2.0000%	5,000,000	5,010,460
FHLB	Bond	22-Jun-15	22-Jun-21	2.3000%	5,000,000	5,022,130
Farm Credit	Bond	13-Oct-15	13-Jul-22	2.2700%	8,000,000	7,826,712
Farm Credit	Bond	13-Oct-15	13-Jul-22	2.6500%	8,000,000	7,945,008
FHLB	Bond	16-Dec-15	16-Dec-22	2.4500%	6,000,000	5,948,682
Total Investments					<u>\$208,462,094</u>	<u>\$220,276,049</u>




**Weber State University Foundation  
Monthly Investment Activity Report  
December 31, 2015**

[illegible]

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.

  
Wendell Rich  
Weber State University Director of Financial Reporting and Investments

Weber State University Foundation  
Monthly Investment Report  
December 31, 2015

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Bank Accounts						
Key Bank	Checking	Various	Various		41,315	41,315
PTIF	PTIF	Various	Various	0.7145%	96,581	96,581
Common Fund						
Multi-Strategy Equity	Equity	Various	Various		1,056,718	1,974,933
Multi-Strategy Bond	Bond	Various	Various		993,537	1,041,362
Multi-Strategy Bond (Annuity)	Bond	Various	Various		389,397	389,702
Multi-Strategy Equity (Annuity)	Equity	Various	Various		384,520	596,971
Stock and Money Markets						
Alerian	Stock				223,340	154,240
Atria Group-Philip Morris	Stock				93,214	582,100
Apple	Stock				253,035	331,569
AT&T Corp	Stock				297,209	309,690
BCE Inc	Stock				339,705	301,236
Blackstone Group LP	Stock				414,734	285,090
BP PLC ADS	Stock				504,949	306,348
CenturyLink Inc	Stock				581,212	395,012
Chevron Corp	Stock				33,103	107,952
Columbia Ppty Tr Inc Com	Stock				364,227	338,112
Conoco Phillips	Stock				412,720	303,485
General Electric	Stock				127,070	548,240
Glaxosmithkline PLC ADS	Stock				630,427	544,725
HCP Incorporated	Stock				166,677	168,256
JP Morgan Chase & Co.	Stock				119,774	217,899
Merck & Co	Stock				231,058	380,304
PBF Energy Inc	Stock				203,991	320,247
Morgan Stanley Fund	Money Market			0.0200%	248,838	248,838
Pepsico	Stock				251,998	269,784
PJT Partners Inc Com	Stock				5,225	6,874
Prospect Capital Corp	Stock				203,684	136,110
SeaDrill LTD	Stock				431,750	44,409
SeaDrill Partners LLC	Stock				397,586	55,845
Verizon Communications	Stock				359,766	338,238
Vodafone GP	Stock				642,349	429,058
Zions Bancorp	Stock				222,787	199,290
Total Investments					<u>\$10,722,495</u>	<u>\$11,463,815</u>

Weber State University  
Monthly Investment Activity Report  
Funds Separately Invested  
December 31, 2015

		Type	Transaction Amount	Amount
Balance November 30, 2015				\$59,365
Gifts:				
	Nuveen	Stock	2,078	
	Alphabet Inc	Stock	3,005	
	Ishares	Stock	4,879	
	Japan Smaller	Stock	4,037	
				13,999
Sold:				
	Wells Fargo	Stock	9,931	
	Nuveen	Stock	2,078	
	Alphabet Inc	Stock	3,005	
	Ishares	Stock	4,879	
	Japan Smaller	Stock	4,037	
				23,930
Total Withdrawals				23,930
Balance December 31, 2015				\$49,434

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University Investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



Wendell Rich  
Weber State University Director of Financial Reporting and Investments

Weber State University  
Monthly Investment Report  
Funds Separately Invested  
December 31, 2015

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Stock						
Berkshire Hathaway	Stock	1996			\$49,434	\$395,600
Total Investments					<u>\$49,434</u>	<u>\$395,600</u>

[Back to Contents](#)

## Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

**Institution Submitting Request:** *Weber State University*

**Proposed Title:** *Hall Global Entrepreneurship Center*

**Currently Approved Title:** *N/A*

**School or Division or Location:** *Ogden, UT*

**Department(s) or Area(s) Location:** *Department of Business Administration*

**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs):** *N/A*

**Current Classification of Instructional Programs (CIP) Code (for existing programs):** *N/A*

**Proposed Beginning Date (for new programs):** *07/01/2016*

**Institutional Board of Trustees' Approval Date:** *MM/DD/YEAR*

**Proposal Type (check all that apply):**

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input checked="" type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

\*Requires "Section V: Program Curriculum" of Abbreviated Template

**Chief Academic Officer (or Designee) Signature:**

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

\_\_\_\_\_  
**Signature**

**Date:**

**Printed Name:** *Madonne Miner*

<sup>1</sup> CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

**Abbreviated Template**  
**Weber State University**  
**Hall Global Entrepreneurship Center**  
**01/01/2016**

**Section I: Request**

Weber State University is requesting the establishment of the Hall Global Entrepreneurship Center. The Goddard School of Business & Economics has identified Entrepreneurship as one of its strategic programs. The Goddard School is committed to promoting Weber State's Entrepreneurship program as a high caliber, affordable program that can develop a nationwide reputation and become a destination location for budding entrepreneurs. The creation of the Hall Global Entrepreneurship Center will help further that objective.

The mission of the Hall Global Entrepreneurship Center (HGEC) primarily includes providing entrepreneurship and innovation education to WSU students across campus, interested members of the community and business professionals. The Center will actively support entrepreneurship and business strategy research efforts by entrepreneurship faculty, work with employers and community programs to further aid Entrepreneurship students, foster relationships with alumni, and support recruiting efforts. The Center Director will lead the HGEC, with the assistance of a one-quarter-time administrative specialist. The Center will be housed within the Department of Business Administration within the Goddard School of Business & Economics.

The activities supported by the Center will include the following:

1. The Center will promote and manage recruiting and marketing activities in coordination with WSU's Entrepreneurship Minor program, which is housed in the Department of Business Administration within the Goddard School of Business & Economics. These activities will include fostering employer and alumni relations, supporting student recruiting, and holding related events.
2. The HGEC will promote and award seed funding for students in the Entrepreneurship minor, who are starting a business as part of their coursework. A panel of qualified faculty and members from the community will listen to student pitches, toward the end of the students coursework, and award seed funding according the needs, traction, and potential of the business.
3. The HGEC will promote, sponsor, and host 3-6 entrepreneurship-related competitions each school year. These competitions will largely be supported by donations from companies and individuals in the community. These competitions will also be available to students across campus, regardless of the chosen major. Lastly, these competitions will provide an entrepreneurial outlet for WSU students by providing prize money and a chance to interact with entrepreneurial professionals from the community. Such members of the community are often included in the competitions by providing either mentorship or being apart of a judging panel to help decide the winners of the competition.
4. The Center will actively support research activities by Entrepreneurship faculty by arranging for guest speakers, academic conferences, and symposia as the HGEC grows in reputation.
5. The HGEC will also host a lecture series featuring respected entrepreneurial professionals. These professionals are asked to share their stories and tips, in a lecture format, to students and members of the community. These lectures are free, open to anyone in the community, and supported externally by a corporate sponsor.
6. The HGEC will also house a student-lead entrepreneurship club. Members of this club with help with promotion and coordination of all HGEC events, as well as serve as a resource to WSU students across

campus and members of the community looking for added support and insight for their entrepreneurial efforts.

7. The HGEC may engage in other activities consistent with promoting tax education such as hosting a tax competition for undergraduate and graduate students where WSU students and students from other universities are invited to compete.

## **Section II: Need**

According to scholars, entrepreneurship education is the fastest growing field of study in the United States, with entrepreneurs projected to be the group that creates vigorous and sustained economic development worldwide. This trend holds true especially within the state of Utah, where two universities were nationally ranked in the top 20 for entrepreneurship education. From an economic standpoint, many reports have ranked the state of Utah at or near the top of such rankings as Best States for Business (Forbes). Entrepreneur.com listed Utah as #4 in their Best States for Starting a Business list and #1 for entrepreneurs. Many have dubbed the Wasatch Front as the “next Silicon Valley” (Entrepreneur). Academically, at least 10 colleges and universities throughout the entire state have established entrepreneurship programs to one degree or another. WSU has now joined that mix, which ideally aligns with the local economy in Ogden, which Forbes recently ranked as #18 in the nation for best places for business and careers. Existing community programs, such as Startup Ogden, have shown the need Ogden has to support and produce entrepreneurial activity. The creation of the HGEC here on campus will expand the breathe, rigor, and number of entrepreneurial offerings in the community to students interested in creating their own job and employment for others.

## **Section III: Institutional Impact**

The Goddard School of Business & Economics faculty named the Entrepreneurship program as one of four strategic programs for the School. The goal is to expand the reach of WSU’s HGEC regionally and then nationally. The HGEC will help support this initiative through marketing and student recruiting. Consolidating all the Entrepreneurship education and research activities within the Center’s umbrella will assist in bringing recognition to Weber State from academics and practitioners alike. To date, students majoring in a wide variety of subjects, from all of the university’s colleges, have enrolled in the Entrepreneurship minor and participation in our competitions and lecture series.

## **Section IV: Finances**

The annual estimated operational cost for the HGEC will be \$260,000. This is broken out across student seed funding in the minor (\$70,000), faculty salary (\$60,000), entrepreneurship competitions (\$55,000), student scholarships (\$50,000), lecture series (\$5,000), student workers (\$10,000), advertising and promotion (\$5,000), and faculty training/travel (\$5,000).

All costs related to the above budget, is funded 100% externally. The majority of these costs (~\$230,000) are covered by established endowments, including the naming gift from Alan and Jeanne Hall. The remaining costs are covered by corporate sponsor agreements, currently in place.

In addition, Dr. Dave Noack will serve as the director of the HGEC. It is anticipated the HGEC will continually seek other outside funds to provide support for other faculty, additional seed funding for students, and for the expansion of student entrepreneurship competitions and activities.

## Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

**Institution Submitting Request:** *Weber State University*

**Proposed Title:** *Center for Supply Chain Excellence*

**Currently Approved Title:** *N/A*

**School or Division or Location:** *Ogden, UT*

**Department(s) or Area(s) Location:** *John B. Goddard School of Business & Economics*

**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs):** *N/A*

**Current Classification of Instructional Programs (CIP) Code (for existing programs):** *N/A*

**Proposed Beginning Date (for new programs):** *01/01/2016*

**Institutional Board of Trustees' Approval Date:** *MM/DD/YEAR*

**Proposal Type (check all that apply):**

Regents' General Consent Calendar Items	
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>	
SECTION NO.	ITEM
5.1.1 <input type="checkbox"/>	Minor*
5.1.2 <input type="checkbox"/>	Emphasis*
5.2.1 <input type="checkbox"/>	Certificate of Proficiency*
5.2.3 <input type="checkbox"/>	Graduate Certificate*
5.4.1 <input type="checkbox"/>	New Administrative Unit
	Administrative Unit Transfer
	Administrative Unit Restructure
	Administrative Unit Consolidation
5.4.2 <input checked="" type="checkbox"/>	New Center
	New Institute
	New Bureau
5.5.1 <input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2 <input type="checkbox"/>	Program Transfer
	Program Restructure
	Program Consolidation
5.5.3 <input type="checkbox"/>	Name Change of Existing Programs
5.5.4 <input type="checkbox"/>	Program Discontinuation
	Program Suspension
5.5.5 <input type="checkbox"/>	Reinstatement of Previously Suspended Program
	Reinstatement of Previously Suspended Administrative Unit

\*Requires "Section V: Program Curriculum" of Abbreviated Template

### Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

\_\_\_\_\_  
**Signature**

**Date:**

**Printed Name:** *Madonne Miner*

<sup>1</sup> CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.



**Abbreviated Template**  
**Weber State University**  
**Center for Supply Chain Excellence**  
**08/27/2015**

***“Supply Chain Management is the Value Creation Engine of Every Organization”***

**Section I: Request**

Weber State University is requesting the establishment of a Center for Supply Chain Excellence.

The mission of the Center for Supply Chain Excellence (SCM Center) is to foster excellence in supply chain teaching, research and community outreach at Weber State University. The SCM Center will serve as a focal point of the teaching and research activity in supply chain management and related areas at the John B. Goddard School of Business & Economics. Just as SCM is the “value creation engine of every organization” (SCM Center “slogan”) by coordinating activities and efforts across an organization, the Center itself will act as the “spoke of the wheel” for all activities relating to SCM at the Goddard School. Supported by the center, the SCM faculty will develop state-of-the-art experiential curriculum, perform cutting-edge research, and engage the professional community engagement.

The activities enabled by the Center will include the following:

1. **SCM Teaching:** The role of the Center in teaching is to support the faculty members in their effort to provide excellent education to students of the Goddard School by facilitating coordination across the different courses that are offered.

The goal is to create a holistic and integrated SCM curriculum that provides the students with the necessary skills for successful careers in the business world. Faculty members have already successfully standardized and updated the curriculum. The current course offering draws on best practices in curriculum design at the leading SCM schools across the world and the center will enhance best-practice benchmarking to support faculty in their effort to keep the curriculum on the cutting edge.

The teaching goals of the center are as follows:

- a. Support faculty in creating a prestigious SCM flagship program at the Goddard School
  - b. Keep the curriculum and the course materials coordinated and updated
  - c. Provide assistance to faculty members when re-designing curricula and course materials
  - d. Constantly scan the programs of other universities to ensure a state-of-the-art and competitive offering to WSU students
  - e. Build a strong track record of WSU student teams at prestigious case competitions as well as host a Weber State SCM case competition
  - f. Fund extra-curricular experiential learning, including participation in case competitions
  - g. Host extra-curricular experiential learning activities, including a national case competition/college bowl
2. **SCM Teaching Innovation:** The faculty members are actively engaged in cultivating an interactive and engaged learning environment. The faculty won a grant from the Provost’s Office of WSU to pursue “community-engaged experiential learning.” This effort is beginning to transform both what is taught and how it is taught. However, the process is in very early transformative stage. The Center will ensure that this innovative transformation continues. The Center will provide support for formative assessment and “flipping” the classroom by promoting the development of online materials (videos, online texts, articles, etc.). This effort will free up valuable in-class time for interactive discussions, object lessons, simulation, case studies, and team projects. The Center will promote the development of case studies, including case studies from local Wasatch Front companies.

The Center will likewise promote and coordinate community engaged learning components. Several classes encourage students to engage in projects with local community organizations in an effort to give them an opportunity to practically apply their newly learned skills and simultaneously serve WSU's community. For instance, faculty are working with local companies and organizations to create real-life case studies that can help foster an engaged teaching environment. Faculty members are working closely with the "Center for Community Engaged Learning" (CCEL) to certify courses as community engaged and reach out to the local community for projects.

The teaching innovation goals of the Center are as follows:

- a. Continue to support faculty in "flipping" their classrooms with top notch online materials
  - b. Coordinate teaching innovation across the SCM faculty and other interested faculty members to support further grants and new projects
  - c. Support faculty as they participate in teaching innovation oriented conferences, seminars, et cetera
  - d. Facilitate the cooperation of SCM faculty with CCEL
  - e. Support community outreach to acquire projects for community-engaged learning activities
3. **SCM Research:** As the slogan of the center suggests, supply chain management is one of the key functions in companies that create value. While being the "youngest" of the business disciplines, SCM has emerged as one of the crucial activities in companies that create sustainable competitive advantage. The faculty members of the SCM group that will support the Center have contributed to the academic discourse in SCM through publications and other research activity. The SCM Center will support faculty and students (Undergraduate Research) by providing funding for projects and helping to coordinate efforts. Further, the Center will help with the successful dissemination of the research in international journals, conferences, and seminars.

The goals of the SCM Center in SCM research are as follows:

- a. Supporting and funding SCM research projects at the Goddard School
  - b. Helping faculty refine their research skills by providing funding to attend conferences and seminars on research methodology
  - c. Funding research dissemination by enabling faculty and students to represent the university at conferences
  - d. Supporting faculty efforts to guide students in undergraduate research projects and coordinating efforts with the Office of Undergraduate Research at WSU
  - e. Building a brand for Weber State SCM Center research
4. **Community Outreach:** Teaching and research in SCM at Weber State benefit from strong ties to the local as well as national community of practitioners and organizations. SCM faculty members have already established a board of advisors of companies in the region and have hosted three advisory board meetings. The goal is to provide community input to the SCM curriculum, facilitate connections between students and recruiters, and create exciting research opportunities for faculty, students, and the community. These efforts have already created a valuable exchange between faculty, students, and the local business community. The Center will greatly benefit these outreach efforts.

Further, the Center will support the recruiting effort of the university and the Goddard School to attract the best students to come to the school for their undergraduate and graduate studies. Building a strong reputation in teaching and research helps the SCM "brand" at Weber State that is necessary to compete for student talent. Many students and visitors are beginning to express interest in SCM at Weber State. Establishing the Center is crucial to sustaining the "buzz" that is being created.

The goals of the SCM Center in community outreach are as follows:

- a. Create strong ties between Weber State and the supply chain management community

- b. Provide executive education seminars to help logistics, operations, and purchasing professionals earn and maintain professional certifications
- c. Bring faculty, students and practitioners together for board meetings, seminars, case competitions and research projects
- d. Build the brand of SCM at Weber State to support the school's recruiting efforts
- e. Bring in practitioners from local companies for presentations and team-teaching of case studies that were developed with those organizations

## **Section II: Need**

**Strategic Positioning and Brand Recognition.** Supply Chain Management was selected as the flagship program of the Goddard School. In order to help build the reputation with respect to teaching, research, and community engagement that is needed to be an impactful flagship program, a central coordinating entity is crucial. The SCM Center will leverage the existing efforts at the Goddard School in order to help create the brand name that is required to gain more traction for WSU in the area. Further, the SCM Center can provide funding for many of the activities listed above and help effectively allocate resources to the critical activities as the school builds the brand.

**Supply Chain Talent and Economic Development.** In 2010, the Massachusetts Institute of Technology published a white paper titled, "Are You Prepared for the Supply Chain Talent Crisis?" Forty-four percent of respondents to the "2015 Third-Party Logistics Study" reported they are having difficulty in finding or attracting talent. Over the next several years, three supply chain managers will retire for every two people entering the discipline. Further—and perhaps more importantly—the availability of supply chain talent is a key driver or constraint to economic development. Given recent (and projected) growth along the Wasatch Front, Weber state's ability to develop supply chain talent will be a major factor in attracting direct investment and growing manufacturing, service, and technology sectors.

## **Section III: Institutional Impact**

Four years ago, the faculty of the Goddard School engaged in a strategic positioning exercise. The goal: Identify an area of excellence that could provide national recognition and help the Goddard School establish a "destination" program. The outcome: Supply chain management was designated as the school's flagship program. To build the flagship and create a program worthy of a national reputation, a coordinating center is needed. The administrators and faculty members of the Goddard School and the University have already invested substantial resources to launch the supply chain program and put in place the foundation for a successful center. An active and productive center will sustain and leverage these efforts effectively and continue to build the program. The center will work with and complement WSU's existing Center for Community Engaged Learning (CCEL) to create a true experiential-learning environment. Additionally, the SCM Center will provide the coordinating and outreach vehicle to engage the local (and at some point) national business community.

## **Section IV: Finances**

The Center will require no additional funding for faculty or administrative positions beyond what is currently funded by the University. It is anticipated the Center will seek other outside funds to provide support for faculty and student initiatives as we extend the supply chain program's reach and impact.

**Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum**

**Institution Submitting Request:** *Weber State University*  
**Proposed Title:** *Center for Tax Education & Research*  
**Currently Approved Title:** *N/A*  
**School or Division or Location:** *Ogden, UT*  
**Department(s) or Area(s) Location:** *Academic Affairs*  
**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs):** *N/A*  
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** *N/A*  
**Proposed Beginning Date (for new programs):** *07/01/2016*  
**Institutional Board of Trustees' Approval Date:** *MM/DD/YEAR*

**Proposal Type (check all that apply):**

Regents' General Consent Calendar Items		
R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
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5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

\*Requires "Section V: Program Curriculum" of Abbreviated Template

**Chief Academic Officer (or Designee) Signature:**

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Printed Name: *Madonne Miner*

<sup>1</sup> CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

**Abbreviated Template  
Weber State University  
Center for Tax Education & Research  
01/01/2016**

**Section I: Request**

Weber State University is requesting the establishment of a Center for Tax Education & Research. The Goddard School of Business & Economics has identified the Master of Taxation program as one of its strategic programs. The Goddard School is committed to promoting Weber State's tax program as a high caliber, affordable program that can develop a nationwide reputation. The creation of the Center for Tax Education & Research will help further that objective.

The mission of the WSU Center for Tax Education & Research primarily includes providing tax education to WSU students, interested members of the community and business professionals. The Center will actively support tax research efforts by tax faculty, work with employers to supply jobs to Master of Taxation graduates, foster relationships with alumni, and support recruiting efforts. Initially the Center will be directed by the Master of Taxation Program Director with the assistance of a one-quarter-time administrative specialist. Future directors may or may not also be the Director of the Master of Taxation Program. The Center will be housed within the School of Accounting & Taxation within the Goddard School of Business & Economics.

The activities supported by the Center will include the following:

1. The Center will promote and manage recruiting and marketing activities in coordination with WSU's Master of Taxation program, which is housed in the School of Accounting & Taxation within the Goddard School of Business & Economics. These activities will include fostering employer and alumni relations, supporting student recruiting, and holding related events.
2. The Center will promote and conduct a Volunteer Income Tax Assistance (VITA) program. The VITA program provides free tax return preparation services to qualified low-income taxpayers. The program also allows accounting students an opportunity to serve the community and implement the knowledge and skills they have obtained in the classroom. The VITA program is operated under guidelines promulgated by the IRS. The Goddard School of Business & Economics has maintained a VITA site for many years. The creation of this Center will allow VITA to be associated with and connected to the other tax-related activities conducted by the School of Accounting & Taxation and Goddard School of Business & Economics and benefit from increased visibility.
3. The Center will provide executive education seminars to accountants, lawyers, and other interested professionals. These seminars will provide credit hours toward meeting the requirements of Utah state law for such professionals to maintain their respective professional licenses (e.g., CPA, law, etc.) The seminars will be held at various locations in northern Utah and may utilize the new WSU space at Farmington's Station Park. The Center will also provide seminars on an as-needed basis to assist entrepreneurs and others in connection with the entrepreneurship programs at WSU.
4. The Center will actively support research activities by tax faculty by arranging for guest speakers, academic conferences, and symposia as the Center grows in reputation.
5. The Center may engage in other activities consistent with promoting tax education such as hosting a tax competition for undergraduate and graduate students where WSU students and students from other universities are invited to compete.

6. Other future activities may include establishing a low-income taxpayer clinic (LITC) to assist low-income taxpayers with audits and other complicated issues involving the IRS, and working with government officials in matters pertaining to tax policy.

## **Section II: Need**

In 2010, Weber State established the first and only AACSB-accredited Master of Taxation program in Utah. This program continues to grow in strength and reputation. The creation of the Center will provide additional opportunities to expand the reach of the MTax program and other tax education and faculty research activities. Consolidating the MTax, executive education seminars, and VITA activities and programs all within one umbrella will maximize efficiencies and help strengthen the program's overall reputation. Moreover, the creation of the Center will allow the development of a specific tax advisory committee of tax professionals to advise the Center regarding its activities. The existence of the Center to consolidate these activities will also assist in fundraising potential.

## **Section III: Institutional Impact**

The Goddard School of Business & Economics faculty named the Master of Taxation program as one of two strategic programs for the School. The goal is to expand the reach of WSU's Master of Taxation regionally and then nationally. The Center will help support this initiative through marketing and student recruiting. Consolidating all the tax education and research activities within the Center's umbrella will assist in bringing recognition to Weber State from academics and practitioners alike.

## **Section IV: Finances**

The Center will require no additional funding for faculty or administrative positions beyond what is currently funded by the University. The University will also seek external funding to support the Center as opportunities arise.

# smith|knowles

attorneys

2225 Washington Blvd., Suite 200  
Ogden, Utah 84401

(801) 476-0303, Office  
(801) 476-0399, Facsimile  
(800) 200-0401, Toll Free

www.smithknowles.com

November 9, 2015

DAVID L. KNOWLES\*

STEPHEN F. NOEL

DANA T. FARMER\*

M. DARIN HAMMOND\*

KENYON D. DOVE

BOYD J. HAWKINS\*

PAUL K. BACHMAN\*

MELVEN E. SMITH  
Of Counsel

J. Scott Buehler\*  
Of Counsel

John Simmons  
Of Counsel

Ryan H. Pace, MTax, J.D., LL.M.  
Professor of Taxation  
Director of MAcc & MTax Programs  
School of Accounting & Taxation  
Weber State University  
Ogden, UT 84408

Re: Center for Tax Education & Research  
at Weber State University

Dear Professor Pace:

I understand that you are proposing a Center for Tax Education & Research at Weber State University. I am pleased to provide this letter in support of the proposed Center.

As you know, I personally graduated from Weber State University's Master of Taxation program. This program provided me with valuable knowledge and skills relevant to my law practice, which has grown as a result. My understanding, from your explanation, is that the proposed Center will be an umbrella for all the tax activities and programs within the Goddard School of Business & Economics. Not only will the Master of Taxation program benefit from the Center, but also the VITA program, continuing education initiatives, and other tax-related activities.

Historically, tax professionals and the public were underserved by the universities within the State. Fortunately, Weber State took the lead in addressing that need by creating and building the Master of Taxation program. Now, the Center will place Weber State University and the Goddard School of Business & Economics at the forefront of tax research, education and professional support in Utah.

*\*Licensed in multiple states.*

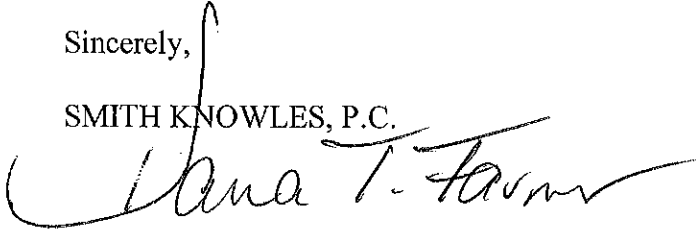
Accounting, law, and other practitioners currently benefit from the tax education activities at Weber State. The creation of the Center

will only augment the benefit provided by Weber State to the practitioners, students, and the community. I am pleased to see the growth in the tax program at Weber State and am willing to support it, to the extent I can.

Thank you again for the opportunity to provide this letter of support for the proposed Center for Tax Education & Research.

Sincerely,

SMITH KNOWLES, P.C.

A handwritten signature in black ink, reading "Dana T. Farmer". The signature is fluid and cursive, with a large initial "D" and a long horizontal stroke at the end.

Dana T. Farmer, MTax, J.D.  
Partner

DTF/ei





CPAs & BUSINESS ADVISORS

Ryan H. Pace, MTax, J.D., LL.M.  
Professor of Taxation  
Director of MAcc & MTax Programs  
School of Accounting & Taxation  
Weber State University  
Ogden, UT 84408

Dear Professor Pace:

Thank you for contacting me about the proposed Center for Tax Education & Research at Weber State University. I am pleased to provide this letter in support of the establishment of the Center. As you know, I personally attended a continuing education course offered by Weber State faculty and found it affordable, relevant, and beneficial to my accounting practice. Of course, these classes also provide valued services to accountants, lawyers, and other tax professionals by offering credit toward the state-mandated hours necessary for us to maintain our professional certifications (*e.g.*, CPA).

From what you have explained to me, it is my understanding that you will continue to offer professional education tax courses through the Center. As a graduate from Weber State University myself, I believe that these educational services provided by the Center will benefit the community and provide opportunities for Weber State faculty and tax professionals to continue to interact on a regular basis.

In conclusion, I am happy to provide this letter in support of the proposed Center for Tax Education & Research. It is exciting to see the University become more involved in these areas.

Sincerely,

Brett A. Dagley, MAcc, CPA  
Partner



Wage & Investment

**DEPARTMENT OF THE TREASURY**  
INTERNAL REVENUE SERVICE  
Atlanta, GA 30308

10-22-2015

Ryan H. Pace, MTax, J.D., LL.M.  
Professor of Taxation  
Director of MAcc & MTax Programs  
School of Accounting & Taxation  
Weber State University  
Ogden, UT 84408

Dear Professor Pace:

I am pleased to provide this letter in support of Weber State University's proposal to establish a Center for Tax Education & Research. Weber State has provided valued services to the community over the past several years by participating in the Volunteer Income Tax Assistance (VITA) program in partnership with the IRS to help low-income individuals comply with tax return filing requirements. I have enjoyed working with WSU faculty in providing this service over the years.

I understand that the proposed Center will consolidate the tax-related programs and activities that WSU offers, including the VITA program. You have indicated that WSU's School of Accounting & Taxation plans to continue participating in the VITA program as an important part of the proposed Center's activities. Providing VITA services to low-income taxpayers will continue to reflect Weber State's commitment to community service as well as provide opportunities for Weber State students to gain experience in preparing tax returns.

In short, please consider this letter as enthusiastic support for the proposed Center for Tax Education & Research at Weber State University.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven G. Jones".

Steven G. Jones  
Senior Tax Consultant  
IRS/SPEC

## Program Change Description - Abbreviated Template

### Section I: The Request

Weber State University requests approval to change name from Business/Multimedia Technologies BS/AAS/Minor to Web & User Experience BS/AAS/Minor effective Fall 2017. This action was approved by the institutional Board of Trustees on 02/02/2016.

### Section II: Program Proposal

#### Program Change Description/Rationale

*Present a brief program change description. Describe the institutional procedures used to arrive at a decision for the change. Briefly indicate why such a change should be initiated. State how the institution and the USHE benefit by the change.*

The programs under the Network Technology and Business Multimedia department fall into two distinct areas: network technologies and web/multimedia. The programs are hosted under a new organization, the School of Computing, which was approved by the Board of Regents on January 24, 2014. Computer Science is also a part of the School of Computing.

For clarity it is proposed that the name of the Business/Multimedia Technologies programs (BS, AAS and minor) be changed to Web & User Experience. The terms **Web** and **User Experience** are more descriptive and align better with both job placement and the focus of the curriculum. The CIP code change also more appropriately matches the programs, placing them under Computer Software and Media Applications rather than Business Operations. The change to Web & User Experience better correlates with industry usage and is more recognizable than Business/Multimedia Technologies. These changes in terminology have been recommended/approved by the Industry Advisory Board.

#### Consistency with Institutional Mission/Institutional Impact

*Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at [higheredutah.org/policies/policyr312/](http://higheredutah.org/policies/policyr312/). Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higheredutah.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/). Will faculty or staff structures be impacted by the proposed change?*

The proposed change is congruent with the mission of Weber State University because it will help students better identify the program which aligns with local industry employment opportunities. This change will not affect the curricula of the program on the individual course level. Therefore, there will be no changes to the faculty or staff responsibilities or roles. This proposed change will greatly benefit the program by increasing enrollment in existing classes.

#### Suspension, Discontinuance, or Reinstatements **ONLY**

*If suspending a program, indicate the statewide impact of this change. Explain the reason for suspension and the anticipated length of time for the suspension.*

*If discontinuing the program, indicate the statewide impact of this change. Explain how currently admitted students may complete the program within a reasonable period of time compatible with accreditation standards either through either (1) enrollment of students at other institutions of higher education; or (2) courses being taught for a maximum of two years after discontinuation of the program or until no admitted students remain who are entitled to complete the program, whichever comes first.*

*If reinstating a program, indicate the statewide impact of this change. Explain the reason for reestablishing the program and explain any changes being made to original program.*

## **Finances**

*What costs or savings are anticipated from this change? If new funds are required to implement the change, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.*

There will be no changes to the structure of the faculty or staff of the program. Therefore, there will be no new funds need. This proposed change will not financially impact any other program or unit of the institution.

Utah System of Higher Education  
Changes to Existing Academic Program Proposal  
Cover/Signature Page - Abbreviated Template

Institution Submitting Request:	Weber State University		
Program Title:	<i>Current</i>	<i>Proposed (if applicable)</i>	+
	Chemistry Option 2 BS	Biochemistry BS	
Sponsoring School, College, or Division:	College of Science	College of Science	
Sponsoring Academic Department(s) or Unit(s):	Department of Chemistry	Department of Chemistry	
Classification of Instruction Program Code <sup>1</sup> :	40.0501	40.0501	
Min/Max Credit Hours for Full Program Required:	71 / 75	74 / 74	
Proposed Effective Term for Program Change <sup>2</sup> :	Summer	2016	
Institutional Board of Trustees' Approval Date:	02/02/2016		

Program Change Type (check all that apply):

<input checked="" type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Consolidation
<input type="checkbox"/>	Program Restructure
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out-of-Service Area Delivery Program

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name \_\_\_\_\_ Date: \_\_\_\_\_

☐ I understand that checking this box constitutes my legal signature.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

## Program Change Description - Abbreviated Template

### Section I: The Request

Weber State University requests approval to change name from Chemistry Option 2 BS to Biochemistry BS effective Summer 2016. This action was approved by the institutional Board of Trustees on 02/02/2016.

### Section II: Program Proposal

#### Program Change Description/Rationale

*Present a brief program change description. Describe the institutional procedures used to arrive at a decision for the change. Briefly indicate why such a change should be initiated. State how the institution and the USHE benefit by the change.*

In order to meet the current and future need for biochemists and to better service the goals and career aspirations of students, Weber State University has implemented curricular changes to the Chemistry Option 2 BS program to better serve students interested in biochemistry and related fields and also bring the program in line with current ACS certification requirements.

There are currently two Chemistry majors: Chemistry ACS (Option 1) and an Option 2. The Option 2 Chemistry major was designed to serve students interested in biochemistry and medicine, dentistry, and veterinary sciences because it provided some flexibility to emphasize biochemistry over some other aspects of chemistry. The Option 2 major currently is not an American Chemical Society (ACS) certified chemistry program like the Option 1 major, but under the current ACS guidelines it is possible to design a degree program that will give students an ACS certified degree. These curricular changes are therefore being implemented.

Renaming the Option 2 program to Biochemistry will better define it for interested students. Biochemistry is a rapidly growing area of chemistry with potential employment opportunities in areas such as health professions, pharmaceutical sciences, biotechnology, forensics, research, food science, and cosmetic sciences. For the decade spanning 2012 to 2022, the Bureau of Labor Statistics predicts a 19% growth in jobs for biochemists, which is significantly faster than average job growth at about 12%.

#### Consistency with Institutional Mission/Institutional Impact

*Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at [higheredutah.org/policies/policyr312/](http://higheredutah.org/policies/policyr312/). Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higheredutah.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/). Will faculty or staff structures be impacted by the proposed change?*

As part of its mission, Weber State University provides baccalaureate programs in the sciences and “serves as an educational . . . leader for the region.” Biochemistry by its nature is a hands-on field. The biochemistry program is composed of face-to-face courses and laboratories that will be taught on Weber State University campuses. Thus the biochemistry program will serve primarily students that live within the Weber State University service area composing Weber, Davis, and Morgan Counties.

The Biochemistry program provides students with a bachelor's degree in science. Its flexibility allows students the freedom to emphasize their specific interests in the choice of courses that they take and will open the door to a diverse range of employment and educational opportunities in biochemistry and fields such as pharmaceutical sciences, health professions, biotechnology, forensics, research, food science, and cosmetic sciences. Since this program is replacing the Chemistry Option 2, it will not impact current faculty or

staff resources.

### **Suspension, Discontinuance, or Reinstatements ONLY**

*If suspending a program, indicate the statewide impact of this change. Explain the reason for suspension and the anticipated length of time for the suspension.*

*If discontinuing the program, indicate the statewide impact of this change. Explain how currently admitted students may complete the program within a reasonable period of time compatible with accreditation standards either through either (1) enrollment of students at other institutions of higher education; or (2) courses being taught for a maximum of two years after discontinuation of the program or until no admitted students remain who are entitled to complete the program, whichever comes first.*

*If reinstating a program, indicate the statewide impact of this change. Explain the reason for reestablishing the program and explain any changes being made to original program.*

### **Finances**

*What costs or savings are anticipated from this change? If new funds are required to implement the change, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.*

While it is anticipated that these changes will result in a significant increase in biochemistry majors, those students can be accommodated within the current faculty loads and budget. Current class sizes are small, and this change will create efficiencies by serving more students per class section. Because no significant change in numbers of courses taught each semester is expected, there is also no change expected in the cost of providing those courses. Laboratory costs are already covered in part by a laboratory fee structure that will expand as the number of students enrolled increases. No impact is expected on other programs in the university.

Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Abbreviated Template

Institution Submitting Request:	Weber State University		
Proposed Program Title:	Solar Photovoltaic Systems Certificate of Proficiency		
Sponsoring School, College, or Division:	College of Engineering, Applied Science and Technology		
Sponsoring Academic Department(s) or Unit(s):	Department of Engineering Technology		
Classification of Instructional Program Code <sup>1</sup> :	15.0505		
Min/Max Credit Hours Required of Full Program:	18	/	19
Proposed Beginning Term <sup>2</sup> :	Fall		2016
Institutional Board of Trustees' Approval Date:			

Program Type:

<input checked="" type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/> Entry-level CTE CP	<input type="checkbox"/> Mid-level CP
<input type="checkbox"/>	Certificate of Completion		
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Graduate Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	<b>NEW</b> Emphasis for Regent-Approved Program <i>Credit Hours for NEW Emphasis Only:</i> / <i>Current Major CIP:</i> <i>Current Program Title:</i> <i>Current Program BOR Approval Date:</i>		
<input type="checkbox"/>	Out of Service Area Delivery Program		

## Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Date: \_\_\_\_\_

☐ I understand that checking this box constitutes my legal signature.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.



Utah System of Higher Education  
Program Description - Abbreviated Template

Section I: The Request

Weber State University requests approval to offer the following Certificate of Proficiency: Solar Photovoltaic Systems Certificate of Proficiency effective Fall 2016. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

**Program Description/Rationale**

*Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.*

As the technology of solar PV systems has improved in recent years, the demand for solar PV (Photovoltaic) systems is growing. The Electronics Engineering Technology program offers many solar energy courses that enhance students' knowledge and hands-on experience, and students have shown a high interest. A Solar PV Certificate of Proficiency, which students can earn after completing a minimum of 18 hours of solar energy courses, will be helpful for students looking for job opportunities in the solar industry.

**Labor Market Demand**

*Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer ([jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

Industry demand is high for individuals with professional certifications and credentials in solar energy. The program is designed to prepare students to satisfy the training portion of the requirements for the NABCEP PV Installation Professionals Certificate and is directly aligned with the NABCEP PV Installation Professional Job Task Analysis (JTA). The United States is leading global efforts to address the threat of climate change. President Obama is taking the biggest step yet to combat climate change by finalizing America's Clean Power Plan that will create tens of thousands of jobs. This institutional certificate program will encourage students to learn about solar energy and become the workforce for the solar industry.

**Consistency with Institutional Mission/Impact on Other USHE Institutions**

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at [higheredutah.org/policies/policyr312/](http://higheredutah.org/policies/policyr312/). Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higheredutah.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/).*

The program is consistent with the institution's mission to provide technical and professional education through academic programs, research, public service and community-based learning. The program will work closely with the Weber State Sustainability Practices and Research Center and the Susie Hulet Community Solar Program, the ultimate goal of which is to increase the use of renewable, clean solar energy in this region, both now and in the future.

**Finances**

*What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.*

The courses will be offered with existing resources and no budgetary impact.

### Section III: Curriculum

#### Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

*For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.*

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
EET 1140		DC Circuits (Or EET 1850 Industrial Electronics, 4 credit hours)	3
EET 2180		Solar Photovoltaic Systems	4
EET 2190	×	Solar Photovoltaic Technical Assessments	4
EET 3100		Renewable Energy	3
EET 3180	×	Advanced Solar Photovoltaic Systems	4
Add Another Required Course			
Required Course Credit Hour Sub-Total			18
Elective Courses			
Add Another Elective Course			
Elective Credit Hour Sub-Total			
Core Curriculum Credit Hour Sub-Total			18

Propose a NEW Emphasis to an existing Regent approved program

**Program Curriculum Narrative**

*Describe any variable credits. You may also include additional curriculum information, as needed.*

## Degree Map

*Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).*

*Please cut-and-paste the degree map or manually enter the degree map in the table below*

Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Weber State University  
 Proposed Program Title: Special Education Teaching  
 Sponsoring School, College, or Division: Jerry and Vickie Moyes College of Education  
 Sponsoring Academic Department(s) or Unit(s): Teacher Education  
 Classification of Instructional Program Code<sup>1</sup> : 13.1001  
 Min/Max Credit Hours Required of Full Program: 29 / 31  
 Proposed Beginning Term<sup>2</sup>: Summer 2016  
 Institutional Board of Trustees' Approval Date: 02/02/2016

**Program Type:**

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input checked="" type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input type="checkbox"/>	<b>NEW</b> Emphasis for Regent-Approved Program <i>Credit Hours for NEW Emphasis Only:      Min Cr Hr      /      Max Cr Hr</i> <i>Current Major CIP:</i> <i>Current Program Title:</i> <i>Current Program BOR Approval Date:</i>				
<input type="checkbox"/>	Out of Service Area Delivery Program				

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Madonne Miner

Date:

☐ I understand that checking this box constitutes my legal signature.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

Utah System of Higher Education  
Program Description - Abbreviated Template

Section I: The Request

Weber State University requests approval to offer the following Graduate Certificate: Special Education Teaching effective Summer 2016. This program was approved by the institutional Board of Trustees on 02/02/2016.

Section II: Program Proposal/Needs Assessment

**Program Description/Rationale**

*Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.*

The special education licensing program has been housed in the Masters of Education (M.Ed.) program at Weber State University for the past five years; however, many students do not wish to pursue a master's degree. Currently, the completion rates for the M.Ed. degree seem low because many students who are admitted to the full degree program only want to complete the teaching license courses. Therefore, it is prudent to indicate the duality of the two by creating separate programs and requirements for admission and retention.

This graduate certificate program allows students who have completed at least their bachelor's degrees to return to the university to obtain their special education teaching license without having to pursue a second bachelor's degree or a master's degree. Those who do wish to complete a master's degree may be admitted upon request into the M.Ed. program as long as they have completed the licensing coursework with a 3.25 GPA or higher.

**Labor Market Demand**

*Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer ([jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

Since its inception, the demand for the special education licensing program has been strong. The market always needs licensed teachers. This is especially true in Utah with its large population of school-aged children.

The websites mentioned above indicate the following market demand for Special Education teachers in Utah and the US:

Kindergarten/Elementary:

	Local	State
Current openings:	510	1980
Projected openings:	500	2390
Total annual openings:	20	80
Median salary:	\$32,100	\$25,660

Middle School

	Local	State
Current openings:	270	530
Projected openings:	330	630
Total annual openings:	10	20
Median salary:	\$31,630	\$33,290

## Secondary School

	Local	State
Current openings:	200	890
Projected openings:	230	1060
Total annual openings:	10	30
Median salary:	\$41,950	\$49,630

Nationally, there is expected to be a 6% increase in job openings over the next ten years, which translates to 31,000 jobs for all levels of special education teachers. The median salary for special education teachers nationally is \$56,380.

## Consistency with Institutional Mission/Impact on Other USHE Institutions

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at [higheredutah.org/policies/policyr312/](http://higheredutah.org/policies/policyr312/). Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higheredutah.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/).*

WSU began as a "normal" college and to this day continues to have a well-respected teacher education program. This licensing graduate certificate is another avenue for students who possess bachelor's degrees but do not necessarily want to pursue a master's degree at the present time.

## Finances

*What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.*

No new costs or savings are anticipated because the program has been in place for several years, and the same courses will be taught by the same faculty.

## Section III: Curriculum

## Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

*For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.*

[illegible]

Propose a NEW Emphasis to an existing Regent approved program



## Program Curriculum Narrative

*Describe any variable credits. You may also include additional curriculum information, as needed.*

MED 6860 Practicum in Education is a repeatable course and will be taken twice: once in conjunction with MED 6565 Advanced Instructional Methods & Practices: English Language Arts and again with MED 6575 Advanced Instructional Methods & Practices: Mathematics.

Students will complete the 4 credit Student Teaching in Special Education requirement by meeting the following: successful completion of 40 days of student teaching with an assigned cooperating teacher and proof of one year of in-service teaching. Students will complete the 6 credit requirement by meeting the following: successful completion of 60 days of student teaching with an assigned cooperating teacher. **Note:** Students completing the 4 credit student teaching requirement tend to be currently licensed teachers earning licensure in special education.

## Degree Map

*Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).*

*Please cut-and-paste the degree map or manually enter the degree map in the table below*

**Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Full Template**

Institution Submitting Request: Weber State University  
Proposed Program Title: Bachelor of Science in Emergency Healthcare Services  
Sponsoring School, College, or Division: Dumke College of Health Professions  
Sponsoring Academic Department(s) or Unit(s): Emergency Care & Rescue Department  
Classification of Instructional Program Code<sup>1</sup> : 51.9999  
Min/Max Credit Hours Required to Earn Degree: 122 / 126  
Proposed Beginning Term<sup>2</sup>: Fall 2016  
Institutional Board of Trustees' Approval Date: 02/02/2016

**Program Type (check all that apply):**

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input checked="" type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Professional Bachelor Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Professional Master Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Doctoral Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Madonne Miner

Date:

☐ I understand that checking this box constitutes my legal signature.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

<sup>3</sup> Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

## Utah System of Higher Education Program Description - Full Template

### Section I: The Request

Weber State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Science in Emergency Healthcare Services effective Fall 2016. This program was approved by the institutional Board of Trustees on 02/02/2016.

### Section II: Program Proposal

#### Program Description

*Present a complete, formal program description.*

Weber State University has maintained a paramedic program for over 40 years. It was the first paramedic program in the state of Utah and one of the earliest in the nation. Previously, nationwide paramedic programs were mostly provided as continuing education certificates. From a humble start in 1974, paramedic education at WSU grew into a nationally accredited, formal Certificate of Completion (approximately 54 credits) plus an AAS Degree in Paramedic Studies (approximately 76 credits). The AAS degree completion was typically a 1+1 program.

Up until 2 years ago, the AAS Degree was requested approximately once a month. The Emergency Care & Rescue Department (EC&R) now receives at least one phone call every week inquiring about completion of the AAS Degree. The upsurge in AAS degree requests results from the fire services requiring an associate's degree for promotion from firefighter/paramedic to lieutenant and captain. Consequently, promotion to Battalion Chief now requires a bachelor's degree, with Deputy Chief and Chief requiring master's degrees. With numerous paramedic alumni on the Wasatch Front, and interest from around the nation, the time is right to offer a Bachelor's Degree in Emergency Healthcare Services. This degree will be offered primarily on-line. Support for this degree has been expressed by 12 career (paid) fire departments in the area, which include those in Salt Lake City and County.

In order to provide the greatest opportunity for graduates from this program, the requirements include a breadth of courses. The Paramedic Certificate of Completion coursework will be augmented by adding the AAS in Paramedic Studies support courses, plus courses in Health Administration Services (HAS), Health Information Management (HIM), upper division Emergency Medical Services (PAR), Health Sciences (HTHS) and General Education. The degree in Emergency Healthcare Services is broad enough to enhance those working in education, QA/QI, supervision, human resources, air medical services, public health and mobile integrated healthcare (community paramedicine). The intent is to complement (not compete with) Utah Valley University's BS in Emergency Services Management or the University of Utah's BS in Health Promotion and Education.

Except for the 5 days of hands-on work for the Critical Care Transport Course, the AAS completion and BS degree coursework will be offered on-line. On-line coursework was requested by communities of interest due to the rotational shift work of Fire, EMS and healthcare agencies.

The EC&R Department envisions several student benefits to this new degree:

- 1) The BS in EHS degree is "healthcare centered," opening opportunities in patient care rather than just Fire/EMS agency field operations.
- 2) The degree can be obtained locally and ensconce some local practices and preferences in delivery of healthcare.
- 3) The degree is 99% on-line, benefiting firefighter/paramedics working continually revolving shifts.
- 4) The degree does not involve travel and can be worked upon during slow periods while on duty.
- 5) Students can take advantage of WSU's affordable tuition and fees.
- 6) Many prospective students are preceptors for EMT and Paramedic internships and eligible for tuition waivers, assisting them to complete the degree.

## Consistency with Institutional Mission

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at [higheredutah.org/policies/policyr312/](http://higheredutah.org/policies/policyr312/).*

The WSU Mission Core Themes are Access, Learning and Community.

This program is consistent with the Access core theme in the following ways:

- The degree is responsive to demand resulting from promotion in the fire service now being tied to degrees
- Current and previous WSU paramedic graduates will have the opportunity for "next step" success
- The Certificate of Completion leads to the AAS which then leads to the BS
- Student enrollments will reflect support for non-traditional students, with the student demographic expected to be full-time working adults ages 25-40
- Student enrollments will reflect diversity and inclusion, from those currently serving in the fire service and those female and ethnic students wishing to be hired into the field

This program is consistent with the Learning core theme in the following ways:

- This degree combines experienced-based service and learning with coursework and research
- Students will experience extensive contact with faculty and other students via on-line open discussion and the 40-hour week of Critical Care Transport, which will be intense with students working as a class and in teams
- Students will achieve learning goals equivalent to other established bachelor's degree programs in the College of Health Professions
- EC&R faculty publish and lecture nationally and are active in CAAHEP/CoAEMSP (paramedic accreditation commissions and committees) as site visitors

This program is consistent with the Community core theme in the following ways:

- Paramedic field internships provide an important public service
- This degree supports career and thus economic development by helping to facilitate promotions

## Section III: Needs Assessment

### Program Rationale

*Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.*

With the tectonic shift in the fire service requiring degrees, the demand for a BS degree in the Emergency Healthcare Services has increased significantly. As a result, the paramedic program advisory committee recommended WSU consider offering this degree. As of September 2015, outside support by graduates and employers has been outstanding with 12 career (paid) fire departments in the area endorsing this degree.

This new degree would be a win-win-win: 1) a win for the community that receives a paramedic with higher-level education; 2) a win for the institution in meeting a community and regional need; and 3) a win for USHE for providing a broad-spectrum emergency healthcare services degree option versus fire administration, homeland security or FEMA themes provided by other USHE institutions.

### Labor Market Demand

*Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer ([jobs.utah.gov/jsp/ui/utalmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/ui/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

The chart below shows the job demand for EMT and Paramedic. The 12 career fire agencies in the asterisked\* areas have significant numbers of paramedics that would be eligible for the degree. St. George is also an area of growth. It should also be noted the growth of paramedics from Lehi north to Logan is greater than the average growth for the nation.

#### 2012 - 2022 Employment Projections for Emergency Medical Technician (EMT) and Paramedics.

Area Name	Current Employment	Projected Employment	Annual % Change	Total Annual Openings
- Bear River	150	210	3.8	10
- Eastern Utah	360	440	2.3	20
- Ogden - Clearfield Metro*	130	170	2.3	10
- Provo - Orem Metro*	160	210	3.6	10
- Salt Lake Metro*	1,150	1,610	4.0	80
- Southwest Utah	210	260	2.3	10
- St George Metro	140	200	4.2	10
- Utah Statewide	2,490	3,300	2.3	150
- United States	239,100	294,400	2.3	12,060

According to the US Bureau of Labor Statistics the Job Outlook for EMS personnel for 2012 through 2022 is 23% (significantly above average).

As stated previously, in order to be promoted in the fire service, degrees are now required. On the I-15 (Wasatch Front) corridor, 90% of the Emergency Medical Services is provided by paid (career) fire departments. With promotion being tied to degrees, the demand has now skyrocketed. Twelve career (paid) fire departments in the area, in particular, support this degree, which includes those in Salt Lake City and County.

#### Student Demand

*Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.*

Over the last 12 years the EC&R Department would receive about one request per month about starting a BS Degree. In the range of 10-15 students graduate from WSU each year with a Paramedic Studies AAS Degree, many of whom inquire about a BS degree. With promotions in the field now being tied to a bachelor's degree, a conservative estimate is that 10 students per year will continue their education with the proposed BS Degree. Several AAS graduates have gone to UVU, and while UVU produces a credible FEMA/Fire/Homeland Security type degree, these students stated they would have preferred the WSU model using a healthcare focus.

Strictly by word of mouth, the Emergency Care and Rescue Department has received at least 3 calls per month asking when a BS Degree in Emergency Medical (Healthcare) Services will be available. There have been 20 requests for a course prospectus. The paramedic program advisory committee--consisting of EMS agency chiefs, ED Nurse Managers, graduates and a current student representative--has fully endorsed a bachelor's degree.

#### Similar Programs

*Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?*

- University of Utah - BS in Health Promotions
- Utah Valley University - BS in Emergency Management

The University of Utah Degree is geared more towards health education and promotion and does not require the substantive paramedic curriculum of the new WSU degree. USU has provided a letter in support of the WSU degree.

Several WSU paramedic graduates have gone to UVU and, while UVU offers a credible FEMA/Fire/Homeland Security type degree, these students stated they would have preferred the WSU model using a healthcare focus. This is particularly relevant for those in private, hospital and county based-EMS agencies. UVU acknowledged WSU's notification letter via e-mail.

### Collaboration with and Impact on Other USHE Institutions

*Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [highereducation.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.*

The intent is to complement (not compete with) Utah Valley University's BS in Emergency Services Management and the University of Utah's BS in Health Promotion and Education. Attached is the letter of support from the University of Utah. Utah Valley University was contacted and replied by e-mail without giving a definitive answer of support or non-support. With WSU's degree focusing on healthcare, WSU feels it is quite different from the focus of UVU's Fire/FEMA/Emergency Management degree. The University of Utah also commended the fact that this degree can be completed almost entirely on-line.

### External Review and Accreditation

*Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.*

The proposed program was developed with input from the paramedic program advisory committee consisting of EMS agency chiefs, ED Nurse Managers, graduates and a current student representative. This committee has fully endorsed this bachelor's degree.

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredits programs upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). The Certificate of Proficiency which leads to the AAS in Paramedic Studies is already CAAHEP/CoAEMSP approved. CoAEMSP/CAAHEP approves programs at the entry licensure level (paramedic); it does not evaluate AAS degree completion or BS degree components.

## Section IV: Program Details

### Graduation Standards and Number of Credits

*Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at [higheredutah.org/policies/R401](http://higheredutah.org/policies/R401).*

Students must achieve a C or better in all paramedic (PAR) designated courses, in all support and general education classes, and maintain a 2.0 WSU GPA.

This degree as presented would have a maximum of 125 credit hours, assuming 2 credits for Computer Information Literacy (CIL) exams and 2 math courses are needed to meet QL. If a student successfully completes QL math as part of the AAS degree, the BS degree total would be 122 credits.

Note: All initial paramedic certification courses (PAR ) must be completed at B- or better.

### Admission Requirements

*List admission requirements specific to the proposed program.*

This degree does not require formal clinical (hospital) or field internship resources thus there is no need for starting groups in cohorts. Entry requirements would include:

- 1) GPA of 2.7 for previous initial paramedic related coursework
- 2) Attendance at a US-DOE accredited school for transfer credit

- 3) Successful completion of an Associate's Degree in Paramedic Studies or equivalent
- 4) Current National Registry of EMT's Paramedic Certification
- 5) Current state certification or licensure to work as a paramedic
- 6) Initial advising by the Dumke College of Health Professions advisor
- 7) Completed application to the Emergency Care & Rescue Department plus payment of a \$25 application fee

## Curriculum and Degree Map

*Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.*

## Section V: Institution, Faculty, and Staff Support

### Institutional Readiness

*How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?*

Emergency Care & Rescue is a formal, general-fund budgeted department in the Dumke College of Health Professions. It is currently staffed with two master's prepared tenured and tenure track faculty and a 0.75 FTE Administrative Specialist. Budget exists within the college to hire a 3rd master's prepared instructor to support the BS. In addition, the entry-level EMT courses can be taught by adjuncts who are working in the EMS and fire fields, and there is sufficient instructional wage budget to cover those.

### Faculty

*Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.*

During the first years of the program, each of the upper division EMS courses will be delivered in spring semester. The busiest time for the paramedic core is fall semester. There is ample time to teach upper division in the spring when most certificate/AAS paramedic students are in field internship. Due to the 5-days hands-on requirement, PAR 3110 Critical Care Transport will always be taught in the summer as overload. The current faculty are extremely well prepared with no additional educational preparation needed. With the current two full-time faculty, the ratio of FT to adjunct will be 24 hours to 6 fall and spring. With the ability to hire a third faculty, the ratio of FT to adjunct will be 30 to 3. Because this degree uses existing courses taught by several other departments, the additional credit hour load for EC&R faculty is low.

### Staff

*Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.*

With a 0.75 FTE administrative specialist, it is anticipated that no additional staff will be needed.

### Student Advisement

*Describe how students in the proposed program will be advised.*

Advising will be initially handled by the Dumke College of Health Professions advisor. Application and degree completion advising will be performed by the department's administrative specialist. Additional advising will be provided by the department chair or individual faculty. The detailed curriculum map should decrease the need for extended or lengthy advisement.



## Library and Information Resources

*Describe library resources required to offer the proposed program if any. List new library resources to be acquired.*

Since the majority of publications in this field are on-line, very little impact on library services is anticipated. Most of the courses in this degree have already had library service needs assessed. During PAR 4130, Seminar in EMS Research, no more than 10 students a year might request librarian assisted material searches. The library signed off on this proposal prior to approval of the University Curriculum Committee. The CANVAS learning management platform used by several USHE institutions can handle these additional on-line courses.

## Projected Enrollment and Finance

*Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.*

## Section VI: Program Evaluation

### Program Assessment

*Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.*

National certification and state licensing occurs in the certificate and AAS portion of the paramedic program. The paramedic program heavily utilizes the results from the National Registry of EMT's examination for core paramedic program improvement.

Unless course assessments prove untoward, the first full programmatic assessment will come at the 3 year mark. Adjustments will be made based on program outcomes. The paramedic program advisory board (required for CAAHEP/CoAEMSP accreditation) will be given significant oversight as far as graduate outcomes.

As a new program, individual course assessments will constitute initial program assessment. Upon graduation of the first students, external graduate input such as job availability, hiring preference and improved salary will be reviewed along with feedback from employers.

### Student Standards of Performance

*List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.*

During the Bachelor's degree portion (+2) of the program, students must achieve a C or better in all paramedic (PAR) designated courses plus all support and general education classes. (Note: All initial paramedic courses in the certificate or AAS Degree, leading to national certification or state licensing, must have a B- or better.)

The measures for the +2 portion of the Bachelor's Degree in Emergency Healthcare Services include:

- 1) 80% of all students will graduate within 4 years of starting the +2 portion of the degree.
- 2) Each student will be surveyed at the one year graduation mark for:
  - Enhanced ability to gain employment
  - Ability to be promoted at current employment
  - Salary improvement
  - Satisfaction with education received
- 3) Employers will be surveyed at the one year mark for:
  - Degree's influence to hire
  - Ability to be promoted at current employment
  - Salary improvement
  - Satisfaction with employee (graduate) produced

## Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
PAR 1000		Emergency Medical Technician (class)	2
PAR 1001		Emergency Medical Technician (skill lab)	4
MATH 1010		MATH 1010 Intermediate Algebra (required for AAS)	3
HTHS 1101		Medical Terminology	2
HTHS 1110		Integrated A&P part 1 (or ZOOL 2100) LS GenEd	4
HTHS 1111		Integrated A&P part 2 (or ZOOL 2200)	4
ENGL 1010		Introductory College Writing	3
ENGL 2010		Intermediate College Writing	3
PAR 2000		Introduction to Paramedic Practice	4
PAR 2020		Trauma Emergencies	3
PAR 2030		Special Considerations in Paramedic Practice	3
PAR 2040		Paramedic Clinical I (skill lab)	4
PAR 2100		Advanced Paramedic Practice (certificate capstone)	4
PAR 2110		Paramedic Clinical II (hospital clinical)	3
PAR 2120		Paramedic Internship	9
PAR 3010		Cardiac and Medical Emergencies	6
HLTH 3400		Substance Abuse	3
HTHS 2230		Pathophysiology	3
PSY 1010		Introductory Psychology (SS GenEd)	3
SOC 1010		Introduction to Sociology (SS/DV GenEd)	3
COMM 2110		Introduction to Interpersonal Communication (HU GenEd)	3
QL Math		MATH 1030-1040	3
AI GenEd		American Institutions GenEd	3
CA GenEd		Creative Arts GenEd	3
PS GenEd		Physical Science GenEd	3
HTHS 2240		Introduction to Pharmacology	3
HAS 3000		Health Care Systems	3
HIM 3200		Epidemiology/BioStats	3
HIM 3240		Human Resource Development	3
HAS 3260		Health Care Administration Administration/Supervision Theory	3
HAS 4400		Legal Aspects of Health Care	3
PAR 3110		Critical Care Transport	6
PAR 3130	×	Mobile Integrated Healthcare	2

Course Number	NEW Course	Course Title	Credit Hours
PAR 4110		EMS Management Topics	3
PAR 4120		EMS Teaching Topic	3
PAR 4130	×	Capstone Seminar in Emergency Medicine Research	3
CIL GenEd		Computer Information Literacy - GenEd	2
Required Course Credit Hour Sub-Total			125
Elective Courses			
HAS 3230		Health Communications (As an alternative to HAS 3230)	
HIM 3300		Intro to Quality Improvement (As an alternative to HAS 3260)	
MICR 1153		Elementary Public Health (As an alternative to HAS 3260)	
Elective Credit Hour Sub-Total			
Core Curriculum Credit Hour Sub-Total			125

Are students required to choose an emphasis? Yes or ☒ No

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			

Emphasis Credit Hour Sub-Total	
Total Number of Credits to Complete Program	125

## Program Curriculum Narrative

*Describe any variable credits. You may also include additional curriculum information.*

The current core degree proposal is 125 credits using 2 of the 5 variable credits for Computer Information Literacy (CIL).

The 125 number could decrease if a student places into and successfully completes a QL course at the outset.

Lines 1-21 constitute the Certificate of Proficiency and AAS Degree in Paramedic. This is the bare basic curriculum that will allow national paramedic testing and state licensing. The certificate is also the area that falls under CAAHEP/CoAEMSP accreditation.

In order to provide the greatest opportunity for graduates from this program, the requirements include a breadth of courses. The Paramedic Certificate of Completion coursework will be augmented by adding the AAS in Paramedic Studies support courses, plus courses in Health Administration Services (HAS), Health Information Management (HIM), upper division Emergency Medical Services (PAR), Health Sciences (HTHS) and General Education. The degree in Emergency Healthcare Services is broad enough to enhance those working in education, quality assurance/quality improvement (QA/QI), supervision, human resources, air medical services, public health and mobile integrated healthcare (community paramedicine). The goal is to provide a utilitarian, broad spectrum degree revolving around the concept of healthcare.

Except for the 5 days of hands-on work for the Critical Care Transport Course, the AAS completion and BS degree coursework will be offered on-line. On-line coursework was requested by communities of interest due to the rotational shift work of Fire, EMS and healthcare agencies.

## Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
PAR 1000 - Emergency Medical Technician	2	HLTH 3400 Substance Abuse	3
PAR 1001 - Emergency Medical Technician Lab	4	ENGL 2010 Intermediate College Writing	3
HTHS 1110 - Integrated A&P part 1	4	HTHS 1111 Integrated A&P part 2	4
ENGL 1010 - Introductory College Writing	3	PSY 1010 Intro to Psychology	3
MATH 1010 - Intermediate Algebra	3	SOC 1010 Intro to Sociology	3
		Summer - 1	
		HTHS 1101 - Medical Terminology	2
		HTHS 2230 - Pathophysiology	3
		COMM 2110 - Intro to Interpersonal Comm	3
Total	16	Total	24
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
PAR 2000 Intro to Paramedic Practice	4	PAR 2020 Trauma Emergencies	3
PAR 2040 Paramedic Clinical I (skill lab)	4	PAR 2030 Spec Considerations Paramed Prac	3
PAR 2110 Paramedic Clinical II (hospital)	3	PAR 2100 Advanced Paramedic Practice	4
PAR 3010 Cardiac and Medical Emergencies	6	PAR 2120 Paramedic Field Internship	9
		Summer - 2	
		HIM 3200 BioStats	3
		CIL 1701 Computer Information Literacy	2
Total	17	Total	24
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
HAS 3000 Health Care Systems	3	QL MATH 1030 - 1040	3
HAS 3240 Human Resource Development	3	HAS 4400 Legal Aspects of Health Care	3
HAS 3260 Health Care Administrative Theory	3	HLTH 2240 Pharmacology	3
American Institutions (GenEd)	3	Creative Arts (Gen Ed)	3
		Summer 3	
		PAR 3110 Critical Care Transport	6
Total	12	Total	18

Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Physical Science (Gen Ed)	3	PAR 3130 Mobile Integrated Healthcare	2
PAR 4120 EMS Teaching Topics	3	PAR 4110 EMS Management Topics	3
		PAR 4130 Capstone Emergency Med Research	3
Total	6	Total	8

## Appendix C: Current and New Faculty / Staff Information

### Part I. Department Faculty / Staff

*Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.*

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate				
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters	1	1		
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants	/ / / / /	/ / / / /		
Staff: Full Time			1	
Staff: Part Time				

### Part II. Proposed Program Faculty Profiles

*List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).*

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Jeff	Grunow	T	MSN	University of Pennsylvania	100%	
	William	Robertson	TT	MS	Florida Gulf Coast Univeristy	100%	
	Miland	Palmer	Other	MPH	University of Utah	12.5%	Instructor
	Marvin	Orrock	TT	PharmD	University of Utah	12.5%	
	Ken	Johnson	T	PhD	University of Utah	12.5%	
	Macey	Buker	TT	MHA	Weber State University	12.5%	
	Brian	Cottle	TT	MHA	Weber State Univeristy	12.5%	
					Note: the 12.5% is for faculty in other departments teaching a support course		
Part Time Faculty							

### Part III: New Faculty / Staff Projections for Proposed Program

*Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.*

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate	0	0	0		
Faculty: Part Time with Doctorate	0	0	0		

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Masters	0	1	0	MS in related discipline and current professional certification	100%
Faculty: Part Time with Masters	0	0	0		
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		
Teaching / Graduate Assistants					
Staff: Full Time	0	0	0		
Staff: Part Time	0	0	0		



## Appendix D: Projected Program Participation and Finance

### Part I.

*Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.*

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Student Data</b>						
# of Majors in Department	15	25	35	35	35	35
# of Majors in Proposed Program(s)	////	10	20	20	20	20
# of Graduates from Department		15	25	35	35	35
# Graduates in New Program(s)	////		10	20	20	20
<b>Department Financial Data</b>						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$256,611	\$77,935	\$77,935	\$77,935		
Operating Expenses (equipment, travel, resources)	\$20,596					
Other:						
<b>TOTAL PROGRAM EXPENSES</b>	////	\$77,935	\$77,935	\$77,935		
<b>TOTAL EXPENSES</b>	\$277,207	\$355,142	\$355,142	\$355,142		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$277,207	\$77,935	\$77,935	\$77,935		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>	////	\$77,935	\$77,935	\$77,935		
<b>TOTAL DEPARTMENT FUNDING</b>	\$277,207	\$355,142	\$355,142	\$355,142		
<b>Difference</b>						
Funding - Expense	\$0	\$0	\$0	\$0		

**Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Full Template**

Institution Submitting Request: Weber State University  
 Proposed Program Title: Outdoor and Community Recreation Education  
 Sponsoring School, College, or Division: College of Education  
 Sponsoring Academic Department(s) or Unit(s): Health Promotion and Human Performance  
 Classification of Instructional Program Code<sup>1</sup> : 31.0601  
 Min/Max Credit Hours Required to Earn Degree: 120 / 120  
 Proposed Beginning Term<sup>2</sup>: Fall 2016  
 Institutional Board of Trustees' Approval Date: 02/02/2016

**Program Type (check all that apply):**

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input checked="" type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Professional Bachelor Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Professional Master Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Doctoral Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Madonne Miner

Date:

☐ I understand that checking this box constitutes my legal signature.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

<sup>3</sup> Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

## Utah System of Higher Education Program Description - Full Template

### Section I: The Request

Weber State University requests approval to offer the following Baccalaureate degree(s): Outdoor and Community Recreation Education effective Fall 2016. This program was approved by the institutional Board of Trustees on 02/02/2016.

### Section II: Program Proposal

#### Program Description

*Present a complete, formal program description.*

The Outdoor and Community Recreation Education (OCRE) program at Weber State University affords students the opportunity to develop a foundation in the skills, abilities, and knowledge necessary for including and incorporating community and outdoor recreation into the regular scope of professional practice. The major will provide students with a unique mix of models that are grounded in the foundation of experiential learning, which includes recreation; outdoor education; adventure education; local, state, and federal legislation; regulations and standards of outdoor recreation; and environmental education concepts. Students have the opportunity to examine and explore pedagogy, philosophical theory, and 'hard skill' development, which is cultivated through experiential opportunities in leadership, field, and service experiences. Through direct experience with members of the learning community--including peers, faculty, and community members--and immersion in the natural and cultural settings in which recreation professionals and educators operate, students will develop into ethical, compassionate citizens who are committed to making responsible contributions within the community, nation, and world in which they live. Upon completion of the program, students may pursue front-line and leadership positions in: outdoor education and/or adventure centers; guiding/outfitting companies; not-for-profit and private camps; resorts, spas and wellness centers; state and national parks; campus recreation; therapeutic programs; youth development programs; public and private education; and traditional municipal recreation organizations.

#### Consistency with Institutional Mission

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at [higheredutah.org/policies/policy312/](http://higheredutah.org/policies/policy312/).*

Offering a baccalaureate degree in Outdoor and Community Recreation is consistent with meeting Weber State University's mission by providing a quality liberal arts educational experience. A bachelor's degree in Outdoor and Community Recreation Education would provide students with the knowledge and skills to enter into a workforce that plays a significant economic, educational, cultural, and environmental role within the local community and state. This requires the student to synthesize information from multiple sources and perspectives and to communicate that information in an efficient manner. The content, activities, and experiences integrated into this program have application to diverse recreation, education, development, and therapeutic settings. Courses across the core of the major are included so that the individual can gain a greater appreciation and comprehension of how to effectively plan, implement, and evaluate recreation services for multi-generational and multicultural participants. Providing a bachelor's degree in Outdoor and Community Recreation Education is one way that WSU can develop recreation professionals as leaders within their field who will serve the region.

### Section III: Needs Assessment

#### Program Rationale

*Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.*

The development of a bachelor's degree program in Outdoor and Community Recreation Education (OCRE) would address a significant academic need to effectively train students for employment in an industry that drives the local, regional and national economy. As noted in other sections within this document, external reviewers strongly recommended that in order to more competitively position Weber State University students to enter into the recreation workforce, the current minor program should

expand to include a Bachelor of Science degree. The proposed Outdoor and Community Recreation Education program at Weber State University will provide an avenue for students desiring a professional career that focuses on incorporating and including community and outdoor experiences as a component of professional practice. Professionals in this field must perform a variety of functions in a broad array of contexts that range from directing municipal parks and recreation departments to providing cultural interpretation and outdoor education programs at state and national parks and monuments. Students pursuing careers, or even professional experiences, in this discipline need an assortment of both theoretical and practical skills in diverse areas. These include core competencies related to teaching and programming, facilitating groups, leading and teaching activities in dynamic 'outdoor' environments, and an understanding of the administrative and management skills necessary to effectively run programs.

Recreation services are increasingly seen as a mechanism to promote the health of communities by serving as an antidote to the many health crises our nation faces (i.e. obesity epidemic; U.C. Berkley, 2011). For many states in the Mountain West, recreation is also seen as an 'economic powerhouse' that many communities rely on for critical employment opportunities (OIA, 2012). In addition, recreation is seen as a way to cultivate environmental stewardship and address the significant need that humans have to "unplug" and connect to the natural environment. This is evidenced by a revival of sorts in the number of individuals who engage in recreation experiences. For example, more than 142.6 million Americans participated in outdoor recreation in 2013, which totaled to more than 12.1 billion outings (Outdoor Foundation, 2014). Furthermore, nearly 90% of Utahns reported that outdoor recreation is 'very important' to them (Shumway, 2014). With recent efforts made by the state, such as establishing an Office of Outdoor Recreation, engaging in long-term recreation planning (Envision Utah), hosting major outdoor events (Outdoor Retailer Show) and pursuing strategic domestic and international marketing of the natural resources (The 'Mighty 5' National Parks Campaign), tourism (ski industry, mountain biking), and recreational opportunities (municipal parks and recreation, open spaces, trails) in the state, the recreation field shows no signs of slowing down and clearly plays a critical role in Utah's economy and culture.

Given the significant role of recreation services in the individual, social, economic, and environmental health of Utah's communities, it is important that Weber State University move to train its students, who are primarily from Northern Utah, to enter into a critically important job market that affects communities on multiple levels. Moreover, Weber State University should leverage its proximity to the outdoors and the significant growth in the recreation industry to prepare students to enter a workforce central to the state's culture and economy.

## Labor Market Demand

*Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer ([jobs.utah.gov/jsp/wi/uialmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/wi/uialmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

With over 6 million jobs in the United States, the field of outdoor recreation is increasingly recognized as essential to the social, physical, economic, and environmental vitality of communities. Nowhere is this more evident than in the state of Utah. In Utah there are 122,000 jobs directly tied to the outdoor recreation industry with nearly \$4 billion in salaries and wages, and this does not include jobs within the broader fields of recreation and tourism (OIA, 2014). The outdoor recreation industry hires more employees than education, transportation, construction, information and oil and gas industries (OIA, 2014). Moreover, nearly 82% of Utahns participate in outdoor recreation, further highlighting the central role the outdoors play in our communities (OIA, 2014).

Within the state, there are approximately 122,000 direct jobs in outdoor recreation and \$3.6 billion in wages. The industry generates \$12 billion in consumer spending and \$856 million in state and local taxes (OIA, 2014). In contrast, there are just over 27,000 teachers in the public schools in Utah (State of Office of Education, 2015). While this figure does not include all types of educators in the state, it is a useful comparison to demonstrate the stronghold that the outdoor recreation has in the state compared to other critical jobs. These numbers also suggest the sustainability of the workforce over time.

Weber State University is uniquely located in one of the major hubs for the outdoor recreation field. **Within Ogden City alone, there are nearly 11,000 jobs directly related to the outdoor industry.** Ogden is ideally situated near 3 ski resorts, two rivers, 230 miles of trails for hiking and biking, and over 150,000 acres of National Forest Land. Ogden is home to nationally-

recognized outdoor recreation events, including Xterra National Championships, Tour of Utah, the Fat Bike Summit, and the Ogden Marathon. In 2012, these types of events brought in 26,000 participants and over 60,000 spectators and, thus, had a significant economic impact in the Ogden community.

Within the general field of recreation, there are 345,000 jobs in the state, and the field is projected to show a 14% growth from 2012-2022 (Bureau of Labor Statistics, 2012). Furthermore, due to the significant number of visits to public lands managed by the Department of the Interior, 316,000 jobs exist within this specific niche in the recreation industry (OIA, 2012).

## Student Demand

*Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.*

Recreation programs at academic institutions across the state show strong enrollment numbers of students majoring (where applicable) in recreation-related fields. Given the data presented in the labor market section and the strong demand of recreation-related programs at other institutions, there is substantive evidence supporting the viability of offering a Bachelor's degree in Outdoor and Community Recreation Education at Weber State University.

The current recreation program at Weber State University has a long history, having been in existence for over 40 years. In general, courses have shown strong enrollment, despite the small size of the program (one faculty member for the last 20+ years) and the lack of any marketing. The current Recreation program (minor) is housed in the department of Health Promotion and Human Performance. Enrollment numbers are comparable with other programs within the Health Promotion and Human Performance department.

Historically, students have had the option to pursue a major in Human Performance Management with an emphasis in Sport and Recreation, minor in Recreation, or a Bachelor of Integrated Studies. Given the history of the program, there is already an established cohort of students within Recreation and Human Performance Management who have demonstrated strong interest in pursuing the proposed degree. Beyond recruiting these students, this program will be marketed to new students with the primary goal to increase visibility and awareness of the program by establishing a stronger on-campus and social media presence. These efforts have begun and include the following:

- Creating a stronger on-campus presence through print media and expanding visibility on-line through social media. A noticeable interest in program offerings has been observed since the implementation of a website, Facebook page, Recreation course offering flyers, and Recreation program posters.
- In addition to working with the college recruitment office, student internships include teaching outdoor education curriculum in the local middle and high schools, which serves as a powerful recruitment tool to encourage local youth to pursue a college education at Weber State University.
- Pursuing community partnerships at the local (VisitOgden, schools, parks and recreation departments, other local outdoor agencies and businesses), regional (Northern Utah Recreation and Parks Association), and state levels (Office of Outdoor Recreation). These relationships reflect a growing reach in the community and the ability to promote the program at multiple levels.
- Working with Weber State's Continuing Education to offer Recreation courses in their Open Seat program and thus maximize on their marketing reach within the local community.
- Promoting the program at regional, state, and national conferences (e.g., presentations, booths). This year the National Recreation and Parks Association put out a call requesting university programs promote their programs during the national conference.

## Similar Programs

*Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?*

Each public and private higher education institution in Utah offers some type of degree in recreation. The program being proposed, however, is the only program focusing both on community and outdoor recreation in Northern Utah. In addition, given the job market in Ogden, and the state in general, substantial opportunity exists for local job placement for students graduating from Weber State University. As evidenced by the number of majors at other USHE institutions, recreation is clearly a strong major, and offering the proposed major at Weber State University will serve to fill a niche in Northern Utah.

- Brigham Young University: B.S. Recreation Management (381 Majors)
- Dixie State University: BIS Recreation Management (#'s Unavailable)
- Snow College: 1 yr Certificate, A.S. Outdoor Leadership and Entrepreneurship (25)
- Southern Utah University: Minor, B.S., Outdoor Recreation in Parks and Tourism (53 majors)
- University of Utah: Minor, B.S., M.S., Ph.D., Parks, Recreation & Tourism (252 majors; 15 minors).
- Utah State University: B.S., M.S., Recreation Resource Management (i.e., natural resource management) (54 majors).
- Utah Valley University: Minor, Integrated studies, A.A./A.S., B.A., B.S. Outdoor Recreation Management (89 majors; 10 minors)
- Westminster College: Minor Outdoor Education and Leadership (34 minors)
- Weber State University (currently): Emphasis, Minor, BIS (53 Human Performance Management Major with Recreation Emphasis; 13 Minors; 14 Integrated studies).

## Collaboration with and Impact on Other USHE Institutions

*Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higher.utah.gov/policies/policy315/](http://higher.utah.gov/policies/policy315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.*

Due to WSU's location and student body, the proposed program is not expected to adversely impact other USHE institutions. In fact, it is expected that for those very reasons WSU will be able to provide a valuable bachelor's degree option to the 26,000 students attending WSU. The Outdoor and Community Recreation offers two specialized tracks--Outdoor Recreation Administration and Community Recreation Administration--thus providing a unique option different from other USHE institutions in the area.

In addition to offering a distinctive program, WSU will be able to take advantage of the strong presence of recreation faculty and students at a number of state and regional conferences (i.e., Utah Recreation and Parks Association, Student Outdoor Leadership Conference) and community events for significant collaborative, networking, and partnering opportunities (in research and course offerings) with other USHE Recreation programs. Other out-of-state institutions have created recreation courses offered by multiple institutions that culminate in a consortium that brings students together across programs in a unique learning environment. Significant opportunity for the same exists here in Utah.

Finally, Snow College, which offers a two-year degree in Outdoor Leadership and Entrepreneurship, has proposed that WSU and Snow form an articulation agreement. With a 4-year degree in place, WSU would provide an excellent option for Snow College students to transfer and complete a bachelor's degree.

## External Review and Accreditation

*Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.*

During the 2013-2014 academic year, the Human Performance Management program, of which OCRE is a part, conducted its 5-year review. At that time, external reviewers recommended: "The sports and recreation area should broaden its presence in the area of outdoor recreation...To provide students more likely opportunities for gainful employment in the recreation field, they will need a bachelor's degree. Either align your curriculum to transfer well to outside institutions that offer them or work towards developing a Bachelor of Science degree in recreation for Weber State University" (Human Performance and Health Promotion, Program Review Recommendations, 2014, p.3).

Per these recommendations, and upon reviewing numerous in- and out-of-state institutions that offer some of the most well-known recreation degree programs, the curriculum was intentionally developed to meet two significant areas of employment in the region tied to outdoor and community recreation. In addition, both Drs. Morgan and Lewis (current OCRE faculty) have worked with and built multiple bachelor's degrees in recreation at other institutions. As such, the proposed curriculum reflects core competencies expected for undergraduate students, as identified by industry experts (Harrison & Erpelding, 2012).

In terms of pursuing industry accreditation, Dr. Lewis is a university site reviewer for the Association of Experiential Education (industry accrediting body for outdoor recreation academic and commercial programs). His expertise and unique position with the AEE will enable WSU to move towards accreditation compliance within the next 5 years. WSU has already begun to take significant steps towards achieving compliance in risk management, incident response, and instructor qualifications, which are some of the most critical aspects of satisfactorily meeting accreditation standards. This certification will identify Weber State University as a high quality institution. Utah Valley University is the only other USHE institution that has this accreditation. The costs associated with obtaining this accreditation are minor (\$1300 to initiate and maintain accreditation and travel expenses to have a site reviewer assess compliance every 5 years) and can be covered by the department budget.

## Section IV: Program Details

### Graduation Standards and Number of Credits

*Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at [higheredutah.org/policies/R401](http://higheredutah.org/policies/R401).*

The Outdoor and Community Recreation Education major consists of 120 credit hours. The number of credit hours is consistent with other Bachelor of Science programs in the department and the university. Students are required to have a GPA of 2.75 or higher in all courses required for the major and an overall GPA of 2.00 or better.

### Admission Requirements

*List admission requirements specific to the proposed program.*

There are no specific admission requirements for the proposed program.

### Curriculum and Degree Map

*Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.*



## Section V: Institution, Faculty, and Staff Support

### Institutional Readiness

*How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?*

The administrative structures are already in place to support this degree. The Outdoor and Community Recreation Education (OCRE) program is housed in the Department of Health Promotion and Human Performance (HHPH). The HPHP department currently has one full-time academic advisor and one full-time internship coordinator for all of the HPHP programs. These staff members currently advise students enrolled in the minor and are also involved in supervising the internships for students with an emphasis in Sport and Recreation within the Human Performance Management degree.

The HPHP department is an interdisciplinary department that consists of four different programs that offer a total of four bachelor's degrees and six minors. Many of the support courses are shared among several degree programs. The expansion of the OCRE Program to include a bachelor's degree is not expected to significantly affect the delivery of other undergraduate programs within the department or university.

### Faculty

*Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.*

The OCRE program consists of two full-time, tenure-track faculty; **this includes a new FTE position that was added this year in order to expand the OCRE program.** Drs. Morgan and Lewis have extensive academic and professional expertise in both of the proposed emphasis areas (community and outdoor recreation). This provides for flexibility in program delivery, as they are able to teach in both emphases. Dr. Morgan currently serves as the OCRE Program Director and will continue to serve in this role to manage the program's administrative needs (i.e., course scheduling, budgeting, curriculum, risk management, gear and equipment needs).

**There are approximately 23 courses (current and proposed) in the new major. Since the courses will be taught on a rotating basis (i.e., courses taught once a year, every other year) and anticipated enrollment can be accommodated by teaching one section of a course in the same semester, the necessary courses can be taught by the two tenure track faculty--8 courses each (not including summer) will be taught each year as load. This is a fairly standard approach in other university recreation programs. In addition, all advising and supervision of interns will done by the HPHP internship staff coordinator, which covers two additional courses (OCRE 2890, 4890).**

**Should additional course sections be required to ensure timely degree completion, there is funding within the college to hire adjuncts, which have been used in the past. In addition, the dean of the college has committed to using savings from faculty retirements to add an additional instructor position if needed.**

### Staff

*Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.*



Currently the OCRE program has one full-time staff member who serves as the Recreation Manager. The recreation manager is responsible for managing the Weber Rocks Climbing Wall, teaching three activity courses each semester, and providing instructional support for all field-based courses within the OCRE program. The administrative assistant and advising staff within the HPHP department are shared among the programs. There is no additional staff requirement expected.

### **Student Advisement**

*Describe how students in the proposed program will be advised.*

All students will continue to utilize the Health Promotion and Human Performance academic advisor. The HPHP academic advisor plays an important role in working with students to ensure successful progression through an academic program to graduation. In addition to the HPHP academic advisor, the HPHP department also utilizes a full-time staff person to coordinate student internships.

### **Library and Information Resources**

*Describe library resources required to offer the proposed program if any. List new library resources to be acquired.*

The library currently has nearly 300 texts related to recreation. In addition, Weber State University's subscription to multiple journals and databases provide students access to key resources needed for the major. While it is anticipated that the library will need to acquire various textbooks related to new course offerings, these texts would be a relatively minor expenditure.

### **Projected Enrollment and Finance**

*Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.*

## **Section VI: Program Evaluation**

### **Program Assessment**

*Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.*

The Outdoor and Community Recreation Education program has the following learning goals for students:

1. Students will understand the theoretical and conceptual underpinnings that drive recreation services (theories, ethics, values, laws, participant assessment, ecological literacy, program development, etc.). Students will be assessed primarily through quizzes, exams, presentations, class discussions, and practical experiences.
2. Students will understand and develop effective interpersonal skills needed in a variety of recreation settings. These skills include self-awareness, leadership, communication, and participant assessment. Evaluation of goal achievement will be done through students completing self-assessments, exams, presentations, personal philosophy papers, and practical experiences.
3. Students will be able to demonstrate technical proficiency and effective risk management in recreation activities (indoor and outdoor). Students will be assessed through competency checklists that adhere to industry standards of proficiency.
4. Students will analyze and evaluate management and administrative practices needed within a range of recreation contexts (municipal, outdoor programs, summer camps, resorts, commercial outfitters, etc.). Students will engage in various service learning opportunities to work with local recreation service providers to understand their administrative and management practices. Through this process students will engage in semester-long projects that demonstrate the ability to analyze and evaluate best practices within the recreation field.

## Student Standards of Performance

*List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.*

The HPHP department requires all faculty to purposefully link course goals and objectives to assessment. In addition, the ORCE program is well versed in tracking those outcomes. In the last 3 years, the OCRE program has moved to making clear connections between programmatic and course-specific outcomes and linking those outcomes. Listed below are the standards, expected outcomes, and assessments that illustrate an intentional link between the formative and summative assessments to expected competencies. Each of these competencies is consistent with standards identified in the outdoor industry (Harrison and Erpeling, 2014) and the American Academy for Park and Recreation Administration (2010) learning outcomes for undergraduate students.

**Standard 1:** Students will understand the theoretical, conceptual, and applied underpinnings that drive recreation services.

Expected outcome: Understand the historical, philosophical, and theoretical foundations of recreation services.

Expected outcome: Identify and analyze contemporary professional issues and the trends impacting community and outdoor recreation.

Utilize experiential learning and recreation theories and field techniques in designing, facilitating, and evaluating programs for diverse groups

Assessments: In-Class discussions; Quizzes; Exams, presentations, trends analysis; Individual & group activity facilitation; Program Plan & Facilitation; Reflection & Critical Analysis papers; Internship;

**Standard 2:** Students will understand and develop effective interpersonal skills needed in a variety of recreation settings.

Expected outcome: Assess elements of personal style, prejudices, projections, and habits of mind that both shape and impede opportunities for professional and personal growth;

Expected outcome: Analyze and evaluate theories of group development; Facilitate activities to produce desired group dynamics.

Expected outcome: Articulate a personal philosophy of recreation that will define how the student plans to practice community and outdoor recreation education.

Assessments: Community Diversity Assessment; Personal Environmental Ethics paper; Code of Ethics paper; Reflection & Critical Analysis papers; Exams, Quizzes, In class discussion; Exams; Quizzes; Recreation activity plans; Group Facilitation assessment; Internship; Philosophy of Recreation Leadership paper.

**Standard 3:** Students will be able to demonstrate technical proficiency and effective risk management in recreation activities (indoor and outdoor).

Expected outcome: Develop, practice and demonstrate technical and teaching skills in a variety of outdoor pursuits.

Expected outcome: Demonstrate the principles and practices of safety, emergency and risk management necessary in order to conduct effective and ethical community and outdoor recreation programs

Assessments: Skills competency checklist; Activity teaching presentation; Trip plan development; Practicum; Internship; Individual assessments in the field; Risk Management Plan; Risk Identification outline; Program Plan designs and

implementations;

**Standard 4:** Students will analyze, and evaluate management and administrative practices needed within a range of recreation contexts.

Expected outcome: Apply local, state, and federal legislation, regulations and standards to community and outdoor recreation programs.

Expected outcome: Investigate essential administrative functions necessary to conduct effective and ethical recreation programs

Assessments: Laws, regulations, and standards papers and presentations; Quizzes; In-class discussion; Exams; policy and procedures manual development. Grant proposals; Administrator's Handbook; Site Visit & Interview assignment; Internships.

## Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			60
Required Courses			
OCRE 2500	×	Introduction to Outdoor Pursuits w/Lab	4
OCRE 2890		Cooperative Work Experience I	2
OCRE 3050		Introduction to Recreation and Leisure	3
OCRE 3100		Facilitation of Recreation Experiences	3
OCRE 3300		Inclusive and Adaptive Recreation	3
OCRE 3320		Adventure Programming	3
OCRE 3520	×	Recreation Legal Liability and Risk Management	3
OCRE 3600		Administration and Management of Community and Outdoor Programs	3
PEP 3600		Measurement for Evaluation and Research	3
OCRE 4300	×	Trends and Ethical Issues in Recreation	3
OCRE 4890		Cooperative Work Experience II	6
Required Course Credit Hour Sub-Total			36
Elective Courses			
		7 credits needed for ORA emphasis and 12 credits for CRA emphasis	
OCRE 3230		Wilderness Nutrition and Backcountry Cooking (4)	
OCRE 3610		Introduction to Outdoor Living Skills (2)	
OCRE 4800		Independent Studies (1-6)	
OCRE 4930		Outdoor Education Workshop (2)	
PEP 4830		Directed Readings (3)	
		The credits for these electives are added under each emphasis area	
Elective Credit Hour Sub-Total			
Core Curriculum Credit Hour Sub-Total			96

Are students required to choose an emphasis? ☒ Yes or ☐ No

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		Outdoor Recreation Administration	
OCRE 2300	×	Wilderness Medicine or AT 2300: Emergency Response	2
OCRE 3400	×	Outdoor Equipment Production and Sales	3
OCRE 3450		Adventure Travel and Sustainable Tourism	3
OCRE 3900	×	Outdoor Recreation Entrepreneurship	3
OCRE 4020	×	Natural Interpretation	3
OCRE 4550		Principles and Philosophies of Outdoor Education	3
		Electives	7

Emphasis Credit Hour Sub-Total	24
Total Number of Credits to Complete Program	120

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		Community Recreation Administration	
OCRE 3500	×	Community Recreation and Park Planning	3
OCRE 3700		Recreation and Sports Facilities and Events Management	3
OCRE 4000	×	Recreation Programming for Youth Development	3
OCRE 4500	×	Grant Writing in Recreation Services	3
		Electives	12

Emphasis Credit Hour Sub-Total	24
Total Number of Credits to Complete Program	120

### Program Curriculum Narrative

*Describe any variable credits. You may also include additional curriculum information.*

The majority of the course development for all new courses has been completed, and the first five courses have gone through Weber State's curriculum approval process and received Faculty Senate approval.

## Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 2010, Intermediate College Writing	3	GEOG 1000: Natural Environments of the World	3
AI POLS 1100 American National Government)	3	GEOG 1001: Natural Environments Field Studies	1
COMM HU 1020, Public Speaking	3	ECON 1100: Environmental Issues and Economics	3
CIL parts A, B & C (class: NTM 1700 or exam)	3	PSY 1010: Introductory Psychology or CHF: 150	3
Math 1030(3) or 1040(3) or 1050(4) or 1080(5)	3	Creative Arts	3
PE elective	1	CIL part D (class: LIBS 1704 or exam: NTM 1700)	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>14</b>
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
GEO 1060: Environmental Geosciences or GEO 1061	3	ENGL 3520: Literature of the Natural World	3
PE elective	1	DV Credit	3
SOC 3300: Environment and Society	3	BTNY 1403: Environment Appreciation	3
PS 3203 Customer Service Techniques	3	BS Elective	3
NTM: 3100: Desktop Publishing	3	BS Elective	3
BS Elective	3		
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
OCRE 2500: Introduction to Outdoor Pursuits with Leadership	4	OCRE 3320: Adventure Programming	3
OCRE 3050: Introduction to Recreation and Leisure Management	3	OCRE 3400: Outdoor Equipment Production and Maintenance	3
OCRE 3100: Facilitation of Recreation Experiences	3	OCRE 3520: Recreation Legal Liability and Risk Management	3
OCRE 3300: Inclusive and Adaptive Recreation	3	OCRE 3450: Adventure Travel and Sustainable Recreation	3
OCRE 2890: Cooperative Work Experience I	2	OCRE 2300: Wilderness Medicine or AT 2300: Wilderness First Aid	2
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>14</b>
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
OCRE 3600: Administration and Management of Recreation Programs	3	OCRE 4550: Principles and Philosophies of Outdoor Recreation	3
OCRE Elective for BS Requirement (1-3 Credits)	3	OCRE 3900: Outdoor Recreation Entrepreneurship	3
ESS/PEP 3600: Measurement for Evaluation and Program Improvement	3	OCRE 4300: Trends and Ethical Issues in Recreation Management	3
OCRE 4020: Natural Interpretation	3	OCRE 4890: Cooperative Work Experience II	6
OCRE Elective for BS Requirement (1-3 Credits)	3		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

## Appendix C: Current and New Faculty / Staff Information

### Part I. Department Faculty / Staff

*Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.*

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate		2		
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters				
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants	/ / / / /	/ / / / /		
Staff: Full Time			1	
Staff: Part Time				

### Part II. Proposed Program Faculty Profiles

*List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).*

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Cass	Morgan	TT	Ph.D.	University of Utah	100%	
	T. Grant	Lewis	TT	Ph.D.	University of Minnesota	100%	
Part Time Faculty							

### Part III: New Faculty / Staff Projections for Proposed Program

*Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.*

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	/ / / / /	/ / / / /			
Staff: Full Time					
Staff: Part Time					

## Appendix D: Projected Program Participation and Finance

### Part I.

*Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.*

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Student Data</b>						
# of Majors in Department	419					
# of Majors in Proposed Program(s)	////	31	37	44	52	62
# of Graduates from Department	237					
# Graduates in New Program(s)	////	8	9	11	13	16
<b>Department Financial Data</b>						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,279,395					
Operating Expenses (equipment, travel, resources)	\$25,113					
Other:						
<b>TOTAL PROGRAM EXPENSES</b>	////	\$0	\$0	\$0		
<b>TOTAL EXPENSES</b>	\$1,304,508	\$1,304,508	\$1,304,508	\$1,304,508		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$1,304,508					
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>	////	\$0	\$0	\$0		
<b>TOTAL DEPARTMENT FUNDING</b>	\$1,304,508	\$1,304,508	\$1,304,508	\$1,304,508		
<b>Difference</b>						
Funding - Expense	\$0	\$0	\$0	\$0		



## Part II: Expense explanation

### Expense Narrative

*Describe expenses associated with the proposed program.*

It is expected that expenses associated with the proposed program can be absorbed within the current department budget.

## Part III: Describe funding sources

### Revenue Narrative 1

*Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.*

Funds will be reallocated within the department as needed to support all programs.

### Revenue Narrative 2

*Describe new funding sources and plans to acquire the funds.*

N/A

## Part II: Expense explanation

### Expense Narrative

*Describe expenses associated with the proposed program.*

A third tenure-track full-time faculty will be hired for the first year of the program.

## Part III: Describe funding sources

### Revenue Narrative 1

*Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.*

The faculty hire in the first year of the program has already been designated in the college's base budget for the Emergency Care & Rescue Department. This will allow all PAR major courses to be taught by regular faculty. This degree is financially effective by using existing courses in several departments. Those departments have indicated the ability to handle the additional students within existing courses/budgets.

### Revenue Narrative 2

*Describe new funding sources and plans to acquire the funds.*

No new funding will be requested.

# Dr. Ezekiel R. Dumke College of Health Professions

## TENURE DOCUMENT

*Approved by Faculty Senate 01/21/2016  
APAFT Review: 11/17/2015*

### Introduction

The purpose of this document is to outline the procedures, criteria, and performance standards used to evaluate candidates for tenure in the Dr. Ezekiel R. Dumke College of Health Professions (DCHP). Diversity within the criteria and performance standards accommodates each department and the School of Nursing and all faculty members who may have different backgrounds, talents, and professional interests. Faculty members may use these criteria and performance standards as a guide in achieving tenured status. The following requirements have been set to assure that only candidates who exhibit high performance levels shall receive tenure. These requirements meet or exceed the University's expectations for tenure (see PPM 8.11). Changes to this document shall be approved by two thirds vote of the salaried faculty voting in the DCHP, submitted through the dean to the APAFT Committee for analysis and recommendation to the Faculty Senate. Upon the approval of the Faculty Senate, the provost and Board of Trustees, the changed document will be considered adopted.

### Review Process

The normal probationary period for a faculty member in a tenure-track appointment is six years, with a formal interim review in the third year, and a formal tenure review in the sixth year. The normal time in rank for promotion from assistant to associate professor is also six years. To be promoted from assistant to associate professor one must either have been granted tenure or be granted tenure at the same time as the promotion. A faculty member who fails to achieve tenure cannot advance in rank (see PPM 8.11).

In addition, in the second year of a faculty member's probationary period, the department chair will do an assessment of the candidate's progress. This assessment may be done with or without the assistance of a department committee, at the sole discretion of the department chair. The faculty member shall be evaluated in the same categories and be rated using the same criteria as in this document. There is no evaluation beyond the department level (see PPM 8.11).

It is incumbent upon the candidate to provide evidence of appropriate performance. During the process, the review committees may seek clarification, including but not limited to requesting the candidate to appear before them. The candidate also has the right to request an appearance before the review committees.

### Eligibility

To be eligible for tenure in the DCHP, candidates must:

1. Have earned an appropriate degree and have attained applicable professional certification or license, if any, as stated below (see PPM 8.11):

**For the Department of Dental Hygiene:** Master's Degree in this field or related discipline, and current professional certification or license within the assigned teaching discipline in the primary area of responsibility.

**For the Department of Emergency Care & Rescue:** Master's Degree in this field or a terminal degree in a related health science or education discipline and current professional certification, license or equivalent within a related emergency medicine organization in the primary area of responsibility.

**For the Department of Health Administrative Services:** Research-based doctorate in this field or related discipline and current professional certification or license, if applicable, within the assigned teaching discipline in the primary area of responsibility.

**For the Department of Health Sciences:** Doctorate in health sciences or a related health science discipline.

**For the Department of Medical Laboratory Sciences:** Research-based doctorate or Master's Degree in this field or related discipline, and current professional certification or license within the assigned teaching discipline in the primary area of responsibility.

**For the School of Nursing:** ( Doctorate or Master's degree in this field, , current unencumbered RN or APRN license, and three years in the discipline of primary responsibility.

**For the Department of Radiologic Sciences:** Master's Degree in this field or related discipline and current active status with the American Registry of Radiologic Technologists.

**For the Department of Respiratory Therapy:** (1) Master's Degree in this field or related discipline or (2) Master's Degree and three other certifications recognized by the NBRC or American Association of Sleep Medicine (i.e., RRT, CPFT, RPFT, NPS, AE-C, SDS, RPsgT), and active member of the American Association for Respiratory Care, and current professional license (RCP) within the assigned teaching discipline in the primary area of responsibility.

2. Hold a tenure track appointment at the rank of assistant professor, associate professor, or full professor (see PPM 8-1).
3. Be in the third year of the probationary period for the interim review and in the sixth year of the probationary period for the final tenure review. If at the time of initial academic appointment a faculty member has less than a Master's degree or has prior academic experience, up to two years of teaching in that position may be credited toward fulfilling part of the normal six year probationary period (see PPM 8-11).
4. Adhere to "Professional Responsibilities, Ethical Principles, and Standards of Behavior" (see PPM 9-4 through 9-8).

## **Professional File**

Candidates are responsible for updating their professional files according to the dated guidelines of the review process (see PPM 8-12 and 8-13). This file should clearly document the candidate's teaching and teaching philosophy, scholarship, and administrative and/or professionally related service activities. Candidates should include brief narrative summaries throughout the professional file. Candidates may create an appendix in the professional file for items that are referenced in the narrative summaries.

## **Competencies and Ratings**

The competencies to be considered for tenure review fall into four categories:

### **Category I: Teaching**

### Category II: Scholarship

### Category III: Administrative and/or Professionally Related Service

Candidates are rated in each category of the **three** categories (**Teaching, Scholarship, and Administrative and/or Professionally Related Service**) from unsatisfactory to excellent. The ratings are to reflect the candidate's academic career span rather than a single year's efforts. The ratings mean that the evidence describing the quality and quantity of the candidate's professional efforts support a continuing level of performance judged by the evaluators as unsatisfactory, satisfactory, good, or excellent.

### Category IV: Professional Behaviors/Collegiality/Ethics

Candidates are rated in this category as either met/not met as describe in more detail later in this document.

## Evaluation Summary

A written evaluation summary including the rationale for the ratings in each category and a recommendation regarding tenure will be submitted to the candidate with a copy to the dean according to the dated guidelines of the review process (see PPM 8-12 and 8-13). The pattern of ratings must meet or exceed one of the channels described below for a positive tenure recommendation.

Channel	Teaching	Scholarship	Administrative and/or Professionally Related Service
A	Excellent	Good	Satisfactory
B	Good	Good	Good
C	Excellent	Satisfactory	Good
D	Good	Excellent	Satisfactory
E	Good	Satisfactory	Excellent

The interim review is expected to be formative in nature and both the ratings and the committee commentary should provide helpful feedback to the candidate as she/he evaluates priorities in preparation for the final tenure review. A candidate's recent work at other institutions, while it may be taken into consideration, it is not weighted as heavily as work at Weber State University.

## Categories and Evaluation Criteria

### Category I: Teaching

Teaching is defined as the processes or behaviors related to organizing and delivering knowledge; evaluating and facilitating learning; and in general, transmitting content to students (see PPM 8-11.IV.E). Although the candidate's academic freedom in the choice of teaching methods is specifically recognized, the candidate will be evaluated on the basis of overall effectiveness in the teaching of the subject at the appropriate level for the course. In all cases such instruction should be consistent with the approved course syllabi, lead to fulfilling the department curriculum objectives, and fulfill faculty responsibilities to students (see PPM 9-5). While the same rating channels are used for both formal interim and final reviews in this category, ratings assigned for the interim review reflect the committee's judgment of the candidate's progress towards tenure and should be based on reasonable expectations for a third year faculty member.

Evidence of performance in teaching includes:

- a. Subject matter mastery, e.g., content areas, comprehensiveness of content, currency of content, and objectivity of coverage.
- b. Curriculum development, e.g., courses' fit with other courses, course revisions, and new courses developed.
- c. Course design, e.g., instructional goals and objectives, content coverage, appropriate teaching methods, and appropriate assessment methods.
- d. Delivery of teaching, e.g., methods (lecture, discussion, labs, distance learning, etc.), skills (speaking, explaining), and aids (handouts, AV, etc).
- e. Assessment of student learning, e.g., tests (multiple choice, essay, oral, etc.), papers, projects, practicum, and grading practices.
- f. Use of assessment outcomes to improve student learning.
- g. Advisement and availability to students, e.g., office hours and informal contact.
- h. Community engagement activities include, but are not limited to: classroom and laboratory sections, field work or field trips, on-line instruction, and a variety of advisory, supervisory, or sponsorship roles including community engaged learning, undergraduate research, student clubs and organizations, events, and programs.

Documents for the determination of rating in this category are peer review, student evaluations, teaching portfolio, and other items addressing the performance level in areas a–g above.

1. **Peer Review.** A candidate's peer review must be completed during the fall semester of the academic year of the formal tenure evaluation (3rd or 6th year). The Peer Review Committee will be appointed by October 1st of the peer review year by the department chair. The committee members will be chosen by the candidate in consultation with the chair. The peer review committee may be the department Ranking Tenure Review Committee (see PPM 8-15). If the peer review committee is not the department Ranking Tenure Review Committee then a minimum of three individuals who are familiar with the candidate's work will be selected. If the candidate and the chair cannot agree on the makeup of the committee, the decision will be subject to binding arbitration by the dean.
2. **Student Evaluations.** Each department will obtain student evaluations for all courses taught by the candidate and provide to the candidate department averages for similar courses (see PPM 8-11). While the department is responsible for providing summaries of these evaluations to the individual, it is the candidate's responsibility to provide interpretation of the evaluations, and comment on areas of improvement and concern.
3. **Teaching Portfolio.** Each candidate will develop a teaching portfolio for the professional file. The portfolio should include a summary of teaching performance and a statement of teaching philosophy. Supporting documents, such as projects, presentations, evidence of assessment techniques, and syllabi, which are referenced, may be placed in an appendix to the professional file.

### **Definitions of Ratings for Teaching**

**Unsatisfactory:** This rating shall be given to a candidate who does not meet the minimum requirements of the satisfactory category.

**Satisfactory:** The candidate will be rated satisfactory if teaching duties required of all faculty members are performed in an acceptable manner. Satisfactory means adequate and should not imply undesirable or below average endeavor.

**Good:** The candidate will be rated good if teaching duties required of all faculty members are performed consistently in a more than satisfactory manner. Good implies commendable and desirable levels of achievement. A rating of good implies a substantial degree of achievement above satisfactory levels.

**Excellent:** The candidate will be rated excellent if teaching duties required of all faculty members are performed consistently in an outstanding manner. Inasmuch as a good rating implies a substantial degree of achievement above satisfactory levels, a rating of excellent implies a substantial degree of achievement above those considered appropriate for a good rating.

**Clarification of Ratings for Teaching:** A candidate shall be rated good (minimum rating in channels B, D and E) if she/he is consistently rated by students and peers as good and if the candidate provides evidence of additional valuable accomplishments in one or more areas a–h above. **To be eligible for tenure in DCHP all candidates must have a minimum rating of “Good” in this category, a rating of Satisfactory would not qualify as adequate progress toward tenure.**

## Category II: Scholarship

Scholarship is defined as those activities that contribute to the profession and increase the individual's effectiveness as a professor. It is the candidate's responsibility to provide documentation of the significance, impact, and quality of scholarly activities. A candidate is not expected to perform equally in all areas listed below based on the candidate's individual strengths in scholarship activities.

A candidate may include as evidence the following scholarship activities:

- a. Publications, such as books and/or articles in refereed regional or national journals. (Non-reviewed publications should be included in the category III.)
- b. Maintenance of a peer reviewed professional clinical practice. (Clinical practice which includes mandated clinical practice hours, continuing professional education and participation in, and documentation of quarterly peer reviews should be listed in this area; other clinical/work related activities should be included in category III.)
- c. Presentation of professional papers at international, national, or regional conferences, or workshops. (Conferences or workshops in which the candidate had only supporting roles, such as introducing a speaker or a topic or chairing a session should be listed in category III.)
- d. Developmental projects, such as funded proposals, classroom and/or clinical research, ongoing professional clinical practice or other long-term professional association with a health care organization, service agency, or other field-based settings appropriate to the candidate's discipline. (Activities that are service in nature should be listed in category III.)
- e. Professional improvement, such as additional degrees beyond the terminal degree, formal post-graduate study, certification of advanced training, and/or increased expertise through self-study.
- f. Published book reviews, published monographs, opinion papers, or other professionally reviewed written material.
- g. Research on community engaged learning pedagogy to improve teaching and learning through the scholarship of teaching and learning (SoTL).
- h. Community research involving collaboration with community partners.
- i. Other scholarship activities not listed above.

**Definition of Ratings for Scholarship:** . The rating of unsatisfactory, satisfactory, good, or excellent will be determined based on the following for the formal interim and final tenure reviews. For additional reviews (4th and 5th year), the rating assigned shall reflect the committee's judgment of the candidate's progress. **Note:** While each candidate is not expected to be equally active in all areas listed above, **one “substantive” first-author or second-author, peer-reviewed publication plus other scholarship is required for a satisfactory or higher rating in the formal final tenure review.**

- By the third year review, the candidate must either have a peer-reviewed (referred) publication or a plan for publication to include: name of journal that article will be submitted to; topic of article; and date it will be submitted to the publisher.
- By the sixth year review, the candidate must have a minimum of one (1) peer-reviewed (referred) journal article, as first-author or second author.

**a. Unsatisfactory.** Candidates shall be rated unsatisfactory if they fail to meet the basic expectations defined above OR provide little or no evidence of creating, publicizing, and presenting original disciplinary-specific work admissible by academic and/or professional peers. No record of completing a formal continuing education program or a work experience which would help the candidate keep current in the discipline shall also be viewed negatively, as would little or no evidence of presenting papers or relevant topics in a professional setting, developing courses and/or programs, or writing grants in the area of expertise.

**b. Satisfactory.** Candidates may be rated satisfactory if they meet the basic expectations defined above AND provide sufficient evidence of creating, publicizing, and presenting original disciplinary-specific work admissible by academic and/or professional peers. Evidence of a candidate completing some formal continuing education and/or work experience which would help the candidate keep current in the discipline shall be viewed positively. Evidence of presenting papers or relevant topics in a professional setting, developing courses and/or programs, or writing grants in the area of expertise shall be viewed positively. A positive rating in all of these indicated activities should not be necessary to receive a satisfactory rating in this area.

**c. Good.** Candidates may be rated good if they meet the basic expectations defined above AND provide evidence of (1) a regional and/or national refereed publication, (2) a substantial publication, such as a textbook, OR (3) a substantial quantity of other scholarly activities defined in this document since the date of their last promotion AND evidence of a plan of continuing scholarly activity. It is the responsibility of the candidate to provide evidence that his/her scholarly activity is deserving of a good rating.

**d. Excellent.** Candidates may be rated excellent if they meet the basic expectations defined above AND provide evidence of more than one (1) refereed publication at the regional and/or national levels, (2) substantial publication, such as a textbook, (3) approved scholarly grants from regional and/or national levels, or (4) combination of these since the date of their last promotion AND evidence of a plan of continuing scholarly activity. It is the responsibility of the candidate to provide evidence that his/her scholarly activity is deserving of an excellent rating.

### **Category III: Administrative and/or Professionally Related Service**

Administrative and/or professionally related service is defined as those activities which provide professionally related value to the community, the institution, or professional organizations. It is the candidate's responsibility to provide evidence of productive service. A candidate is not expected to be equally active in all areas listed below.

A candidate may include as evidence the following administrative and/or professionally related service activities:

- a. Membership and positions held in professional organizations. Leadership positions and primary contributor roles will be weighted more heavily than membership or attendance.
- b. Professionally related community activities including speech making.
- c. Committee assignments at the department, college, or university levels.
- d. Non-reviewed publications, e.g., newsletters, newspaper and popular magazine articles, and media interviews.



- e. Participation in professional conferences, workshops, and seminars.
- f. Administrative assignments within the college and or university.
- g. Developmental activities which are service in nature, e.g. consulting and work experience.
- h. Outreach to external communities and constituencies, such as government agencies, businesses, private for-profit, and not for-profit organizations.
- i. Activities such as speech-making in the area of expertise, membership on boards, consulting, publishing in the popular press, advising for avocation groups, and participating in seminars and workshops.
- j. Other administrative and/or professionally related service not listed above.

Administrative and/or professionally related service activities in the organizations listed below are considered desirable for service related activities:

#### **Departmental Professional Organizations**

**Dental Hygiene:** ADHA, UDHA

**Emergency Care & Rescue:** IAFC, IAFF, NAEMSE, NAEMSP, NAEMT

**Health Sciences:** appropriate to clinical specialty/profession

**Health Administrative Services:** AHIMA, AUPHA, HFMA, ACHE, UHIMA, HIMSS, MGMA

**Medical Laboratory Sciences:** ASCLS, ASCP

**Nursing:** AANP, AACN, ANA, CCRN, Critical Care/OR Nurses, NLN, NCSBN, Sigma Theta Tau International, UNA, UNOL

**Radiological Sciences:** AIUM, ARRT, ARDMS, ASRT, ASTRO, SDMS

**Respiratory Therapy:** AARC, AASM, USRC

**Professionally Related Service Organizations** (i.e., American Cancer Society, American Heart Association, Habitat for Humanity, Red Cross, etc.)

#### **Community-level Service**

##### **Departmental-level Committee Assignment**

##### **College-level Committee Assignments**

##### **University-level Committee Assignments**

#### **Faculty Senate**

**Definition of Rating for Professionally Related Service:** The rating of unsatisfactory, satisfactory, good, or excellent will be determined based on evidence provided in the candidates file for the formal interim and final tenure reviews. For additional reviews (4th and 5th year), the rating assigned shall reflect the committee's judgment of the candidate's progress.

#### **1. Ratings**

**a. Unsatisfactory.** Candidates shall be rated unsatisfactory in service if they fail to meet the basic expectations defined in this document OR unreasonably decline to participate on departmental, college, or University committees, task forces, or advisory groups when asked. Refusal to serve in any capacity in

their professions and/or being passive in interest and action in any of the above shall also be viewed negatively.

Candidates shall be rated unsatisfactory in administration if they fail to meet the basic expectations defined in this document OR fail to perform routine duties in an acceptable manner and are consistently rated by their immediate superiors and subordinates as unsatisfactory.

**b. Satisfactory.** Candidates shall be rated satisfactory in service if they meet the basic expectations defined in this document AND accept and perform in an acceptable manner those duties constituting an average share of the work load in the department, college, University, or academic community.

Candidates shall be rated satisfactory in administration if they meet the basic expectations defined in this document AND perform routine duties in an acceptable manner and are consistently rated satisfactory by their immediate superiors and subordinates.

**c. Good.** Candidates shall be rated good in service if they meet the basic expectations defined in this document AND their leadership within the department, college, University, or academic community is recognized as stronger than average or if their influence in the development and/or implementation of new curricula, new programs, improved operations, or organizational changes is recognized as considerably above average.

Candidates shall be rated “good” in administration if they meet the basic expectations defined in this document AND set ambitious goals and achieve many of them. Candidates should also be consistently rated as good by their immediate superiors and subordinates in improving environmental conditions, stimulating a positive intellectual climate and procuring and allocating resources competently.

**d. Excellent.** Candidates shall be rated excellent in service if they meet the basic expectations defined in this document AND provide leadership within the department, college, University or academic community, on a major project, committee or activity in which their work significantly influenced development and/or implementation of new curricula, new programs improved operations or organizational changes. The candidate's being recognized locally, regionally, and/or nationally for work in extra University activities usually serving in a working position of leadership in appropriate associations and organizations is evidence of significant service work in the academic community.

Candidates may be rated excellent in administration if they meet the basic expectations defined in this document AND set ambitious goals and achieve most of them. Candidates should also consistently be rated excellent by their immediate superiors and subordinates in improving environmental conditions, stimulating a positive intellectual climate, procuring and allocating resources competently, and facilitating the operation of the organization in setting up and achieving objectives.

#### **Category IV: Professional Behaviors/Collegiality/Ethics**

University faculty members have a unique role in exemplifying professional behaviors, collegiality, and ethics as they work and cooperate with those around them for a common purpose. Faculty members are responsible to themselves and to their students, colleagues, profession, community, and ultimately the University in engaging in collegiality, professionalism, and ethics. The manner in which faculty members go about their job duties should adhere to the standards of Professional Behaviors as specified in PPM 9-4 through 9-8, uphold personal, professional, and academic integrity, and be compatible with the program, department, college, and institution's mission, as well as short and long-term goals.

Collegiality is often best evaluated at the program and department levels. Those who are rated as “unmet” for category IV (professional behaviors, collegiality, and ethics) are ineligible for tenure at Weber State University. Weber State values academic freedom and simple disagreement is not considered non-

collegial behavior. It is not tied to sociability or likability. The following descriptions are meant to be some examples and non-examples and do not limit those involved in ranking and tenure ratings and judgments of faculty peers that will carry weight with the Promotion and Tenure Committees.

a. Professional, collegial, and ethical behaviors may include:

- i. respecting differing views and voices
- ii. encouraging and promoting professionalism with peers, students, and staff; and
- iii. representing and supporting the mission and goals of Weber State University; and
- iv. other professional, collegial, and ethical behaviors not listed here.

b. Unprofessional, non-collegial, and unethical behaviors may include:

- i. communicating verbal, physical, or other threats to coworkers and students;
- ii. disruption or non-engagement in the mission and goals of Weber State University;
- iii. demeaning the work of others;
- iv. avoidance and/or non-engagement in professional interactions with co-workers or students;
- v. Unethical behaviors related to publication or dissemination of scholarly work; or
- vi. other unprofessional, non-collegial, and unethical behaviors not listed here.

Clarification of Rating for Professional Behavior/Collegiality/Ethics: A candidate shall be rated as having met the criteria if there is no substantial evidence of unprofessional, non-collegial, and/or unethical behaviors as documented in the Program Director, Department Chair, College Dean, and/or Human Resources personnel file.

### **DCHP Post-Tenure Review**

Tenured faculty of the Dumke College of Health Professions (DCHP) shall be reviewed by their department chair; or Dean if functioning as chair, on or before March 15 at least every five years after the receipt of tenure. The schedule of reviews will be established by the department chair in consultation with the Dean.

As a basis for these reviews, faculty members must provide their chair a self-report of their activities (outlined in the annual faculty performance evaluation and goal setting document), since their last review covering the areas of teaching, scholarship and service. ***Administrative responsibilities can be considered in lieu of teaching, if appropriate.*** In addition, the chair shall include the faculty members' student evaluations as part of the evaluation process since their last review.

Per PPM 8-11, the department chair shall provide a written report of the review to their faculty with a copy to the Dean for inclusion in the faculty members' professional file by April 15 of the year of the review. All faculty undergoing review have the right to provide a written response to the dean which must be completed on or before May 1.

### **Remedial Actions Based on Post-Tenure Review**

If, as a result of the post-tenure review process, the faculty member is found to not be meeting the minimum standards required of a tenured member of his or her discipline, he or she is responsible for remediating the deficiencies, and both the University and College are expected to assist through developmental opportunities. A faculty member's failure to successfully remediate deficiencies may result in disciplinary action governed by due process pursuant to the standards described in PPM 9-9 through 9-17.

**Board of Trustees  
Personnel and Academic Policy Committee**

**Sabbatical Leave Requests:**

**Siân Griffiths (fall 2016)**

Dr. Griffiths intends to write short stories for a story collection and hopes to be accepted for an artistic residency. She has a strong track record of publication and this sabbatical will help her to continue developing her craft.

**Karen Moloney (fall 2016)**

Karen intends to revise and submit an essay of creative nonfiction, another of Irish literary criticism and her play *Watermarked*. She also is planning to teach composition at UCLA in order to benchmark her WSU pedagogies and grading policies with a different group of students. Her last sabbatical was the 2012-13 academic year.

**Eva Szalay (fall 2016)**

Eva's primary goal will be to address the creation of new course content as well as developing online course content. She also wishes to build on current sustainability projects. In addition to scholarship and teaching she proposes to pursue service to the profession opportunities to assist in expanding the German program.

**Cheryl Hansen (fall 2016)**

Cheryl would like to research new partnerships for the French Study Abroad program in France and possibly Quebec, Canada. She will also work on program changes with the University of Rochelle. She also plans to work with local concurrent enrollment schools and supervise student teachers as needed. Her last sabbatical was spring 2009.

**Alicia Giralt (fall 2016)**

Alicia proposes to continue her research on the social-economic causes of maternal mortality among the Mayan women and girls of Guatemala. She has surveyed about 900 Mayan students and needs time to analyze the data that has been collected. Her last sabbatical was fall 2012.

**Shi-Hwa Wang (spring 2017)**

Shi-Hwa plans to study various intonation methods that may be used in tuning violins. This research helps musicians understand and appropriately apply different tuning strategies in various performance settings. He plans to disseminate his research through presentations and publications. His last sabbatical was spring 2009.

**Yu-Jane Yang (spring 2017)**

Yu-Jane proposes to use this time to study new advancements in music technology. Goals of the study include implementing distance piano teaching via the Internet and creating a way for students around the world to audition using the Disklavier piano. She has already identified leaders in this field to mentor her project. Yu-Jane's proposal will help improve instruction and promote the Lindquist College. Her last sabbatical was spring 2009.

**Joshua Winegar (fall 2016)**

Mr. Winegar proposes a creative research-intensive sabbatical, during which he will complete the construction of a custom-designed large format analog view camera. He plans to use this camera for a new body of landscape work focused on the American West. The work that Josh creates for this project will doubtless be included in important exhibits in Utah and beyond, providing meaningful dissemination of his work.

**John Mull (spring 2017)**

Dr. Mull plans to use the sabbatical leave to generate a “science trade book” (a science book for the general public) that will focus on the natural history and ecology of the Western Harvester Ant. His last sabbatical leave was fall 2012.

**Ron Meyers (fall 2016)**

Dr. Meyers proposes to expand his past research on muscle function in vertebrates by studying the differences in function between leg muscles in perching birds vs. shorebirds while in flight. His last sabbatical leave was spring 2009.

**Michelle Arnold (fall 2016)**

Dr. Arnold proposes to define new learning goals for the intro lab program and to then apply a consistent pedagogical approach to redesign all 25 labs used in introductory physics based on current disciplinary research and the incorporation of modern technology. She also hopes to be able to compile the existing assessment data from the Phield Based Physics (PBP) Innovative Teaching project into one or more manuscripts. Her last sabbatical leave was spring 2010.

**John Sohl (spring 2017)**

Dr. Sohl plans to complete the analysis of existing data collected with colleagues at U of U and USU on ozone air-pollution along the Wasatch Front, and to then compile and publish those data in appropriate journals. His last sabbatical leave was spring 2012.

**Karen Nakaoka (spring 2017)**

As part of the requested sabbatical, Dr. Nakaoka proposes to carry out (with students) several lab-based projects involving a number of different bacteria species, complete a paper for publication on *Enterococcus*, present her research at a scientific meeting, and prepare an article on the importance of vaccination that includes various case studies and teaching modules for publication in an educational journal. Her last sabbatical leave was spring 2013.

**Daniel Schroeder (2016-2017 academic year)**

As part of the requested sabbatical, Dr. Schroeder proposes to “develop materials to modernize the teaching of undergraduate quantum mechanics.” His last sabbatical leave was 2004-2005 academic year.

**Kathy Culliton (2016-2017 academic year)**

Dr. Culliton has asked to work on research that will culminate in the presentation of three models for faculty practice that have the potential to be presented and adapted at Weber State University.

**Greg Lewis (spring 2017)**

Dr. Lewis proposes to conduct research at several sites in China and the U.S. to supplement his doctoral dissertation research on Chinese economic history and to write a scholarly monograph based on his

dissertation and sabbatical research. Additionally, Dr. Lewis will design one or two new courses on China and East Asia. His last sabbatical leave was July 2010-June 2011.

**Eric Swedin (spring 2017)**

Dr. Swedin proposes to complete the research and writing of a book for which he has a contract with the University of Nebraska Press, regarding the military history of the LDS Church-the only religious group in American history to have actually fielded their own military force. His last sabbatical leave was fall 2011.

**Julie Rich (fall 2016)**

Dr. Rich proposes two projects while on sabbatical: to complete the analysis of dune deposits from the Bruneau Dunes in Idaho, and write and submit an article for scholarly peer-reviewed publication; and to transfer the Global Education Opportunity program to WSU and the Center for Community-Engaged Learning. Her last sabbatical leave was fall 2012.

**Bruce Bayley (fall 2016)**

Dr. Bayley proposes to write an e-book about Correctional Special Operations Teams, with which he served while a corrections officer. The book will be a work of scholarship in an important and expanding mode of publication; it will be used by students and professionals in the field; and it will allow him to enhance his relationships with the professional community.

**Daniel Bedford (spring 2017)**

Dr. Bedford will use his sabbatical to expand to universities across Utah his research project on student attitudes toward, and knowledge of, climate change issues. Dr. Bedford will also take a course on the latest developments in cartographic methods. His last sabbatical leave was spring 2013.

**Leah Murray (fall 2016)**

Dr. Murray will use her sabbatical to complete the writing necessary to convert her doctoral dissertation to a book. The book will enhance the visibility of Dr. Murray and of WSU, will advance her teaching in American politics, and will further her goal of developing democratic engagement on campus.

**Robert Fudge (spring 2017)**

Dr. Fudge will use his sabbatical to produce a chapter of his e-textbook for his Critical Thinking course, including the time-consuming tasks of writing and recording the lectures that accompany the text. His last sabbatical leave was spring 2012.

**Pennee Stewart (fall 2016)**

Dr. Stewart plans to observe and work in the local school districts, becoming familiar with the reading programs used. She also plans to complete and submit two research papers to appropriate journals.

**Rodney Hansen (spring 2017 and fall 2017)**

Dr. Hansen's proposed work during this sabbatical year includes working to develop the nutrition minor, data collection for the Ferritin Project, and volunteering as an assistant coach in the WSU Cross Country and Track programs. His last was fall 2013.

**Joan Thompson (fall 2016 and spring 2017)**

Dr. Thompson plans to work on three projects during her sabbatical. First, she plans to publish her diet design protocol. Her second plan is to develop the MyPlate Score Card tool and begin to research its

effectiveness for promoting a healthier diet. The third project would progress the food production and preservation at the Davis campus from the greenhouse and garden for the Food Lab and the NUTR 1240 class. Her last sabbatical leave was in 1996.

**Diana Green (spring 2017)**

Dr. Green has the opportunity to be a guest scholar/instructor in New Zealand. In addition, she is looking to create an exchange, develop e-learning materials, and conduct research. Her last sabbatical leave was 1996.

**Richard Fry (spring 2017)**

Dr. Fry plans to spend his sabbatical writing a book for CS 2350 and following up on gamification research in Thailand.

**Julanne McCulley (fall 2016 and spring 2017)**

Ms. McCulley plans to spend her sabbatical developing curriculum and strengthening current curriculum in the Engineering Technology department pertaining to automation and controls engineering technology. She also plans to attend technical training to obtain certifications pertinent to existing curriculum in the Engineering Technology Department.

**JoEllen Jonsson (fall 2016 and spring 2017)**

Ms. Jonsson plans to use her sabbatical to evaluate the Professional Sales Department current course offerings. She will use social research methods to systematically investigate the effectiveness of the Professional Sales required course.

**Rick Orr (fall 2016)**

Mr. Orr plans to use grant funding to attend technical training to obtain certifications pertinent to existing curriculum in the Engineering Technology Department. Training will include GE FANUC robot training to become certified as an educator on the new educational robotic system. His last sabbatical leave was spring 2008.

**Huiying Hill (fall 2016)**

Dr. Hill is applying for sabbatical leave to travel to China to work on two projects. (1) The Chinese government's response to ethnic terrorism. Dr. Hill plans to conduct observations and face-to-face interviews with government officials and security personnel in the Xinjian region. She will be writing a research paper based on the findings to present at an American Sociological Association conference. (2) To complete a case study on the implementation of the new "San Min" policy in Kolar, Xinjiang, China. After presenting preliminary findings of this ongoing study on the ethnic conflict between the Uighur and the Chinese government, Dr. Hill is planning to return to the village of Wenlati to study the effectiveness of the government's "San Min" policy on its people. Her last sabbatical leave was spring 2013.

**Robert B Hilton (fall 2016)**

Mr. Hilton proposes to use the sabbatical to research the feasibility and possibility of acquiring or creating an online learning resource to replace the textbook that is currently being used in all sections of CS2550 course. This introduction to the database is a required course and a key component of the Associate and Bachelor degrees as indicated by input from industry advisors.

**Laura MacLeod (fall 2016)**

Dr. MacLeod proposes to complete online courses/workshops on web design, html, css and JavaScript. She will review web design resources to keep up to date on technology and interview web designers to become more familiar with the requirements of the job and the skills needed.

**James Hansen (spring 2017)**

Dr. Hansen plans to use his sabbatical to collect data on audit effort and audit outcomes from audit documentation that belongs to the Arthur Andersen holding company and firms inspected triennially by the Public Company Accounting Oversight Board. The data will be used to provide definitive evidence on audit quality indicators that have only been able to be answered through proxies in prior research.

**John Mbaku (spring 2017)**

Dr. Mbaku is planning to build on his impressive research record by completing a monograph on the political economy of African countries with respect to minority rights. The monograph will contain country-specific suggestions for laws and institutions that promote stability and economic growth in each country. His last sabbatical was fall 2009.

**Joseph Horvat (fall 2016)**

Dr. Horvat proposes to develop a new senior-level course in the Psychology/Criminal Justice forensic program. He will also substantially revise and update several of his courses, including the popular Forensic Psychology course. He will additionally review and update his list of supervisors for his Forensic Psychology Experience course, and mentor two Ph.D. students as part of his work with the Training Advisory Committee of the Mental Health and Substance Abuse Services of the American Psychological Association. His last sabbatical was spring 2013.

**Ed Hahn (spring 2017)**

Mr. Hahn proposes to use his sabbatical leave to re-work the LIBS 2704- Information Resources in Business Disciplines course that he has taught since 2006. During his sabbatical, Ed will also reproduce all of the video lectures to include closed captioning, thereby making the course more accessible to students with disabilities.

**Wade Kotter (fall 2016)**

Dr. Kotter plans to use his sabbatical to complete his manuscript for an historical, theological, and musical companion to the first Latter Day Saints hymn book, published in 1835/36. Once completed, the manuscript will be submitted for review to Signature Books, who have expressed interest in publishing it. His last sabbatical was spring 2014.



## Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Communication*

School or Division or Location: *Telitha E. Lindquist College of Arts and Humanities*

Department(s) or Area(s) Location: *Department of Communication*

Institutional Board of Trustees' Approval Date: *01/DD/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

\_\_\_\_\_  
Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

**Five Year Program Review**  
**Weber State University**  
**Department of Communication**  
**02/23/2015**

**Reviewers:**

- External Reviewers:
  - Dr. Sarah Partlow Lefevre - Director of Debate, Professor, Department of Communication, Media, & Persuasion, Idaho State University
  - Dr. Al Stavitsky – Dean, School of Journalism, University of Nevada, Reno
- Internal Reviewers:
  - Dr. Shannon Butler - Professor, Department of English, Weber State University
  - Dr. Azenett Garza - Professor, Department of Psychology, Weber State University

**Program Description:**

The Department of Communication at Weber State University is committed to providing an excellent education to more than 400 Communication majors and to more than 1,200 general education students each semester. Our classes are taught by 19 full-time faculty members and about 20 adjunct instructors. We offer three general education classes, including COMM 1020 HU Public Speaking, COMM 2010 HU Mass Media & Society, and COMM 2110 Interpersonal & Small Group Communication. In all, we offer 50 different courses, 11 lower-division and 39 upper-division. Classroom learning stresses knowledge and praxis in seven emphasis areas: Civic Advocacy, Digital Media, Interpersonal & Family Communication, Multimedia Journalism, Organizational Communication, Public Relations & Advertising, and Communication Teaching. Classroom learning is augmented by hands-on application in five co-curricular organizations. These include The Signpost, the campus news organization; KWCR 88.1 FM, the campus radio station; Studio 76/Wildcat ONE TV, the campus video production studio and television station; Ogden Peak Communications/PRSSA, a student-run PR firm; and WSU Debate, WSU's oldest and most competitive team. Students also are heavily involved in service learning and at the culmination of their educational experience complete an internship.

The department has made great strides in the last five years. We have substantially revised and updated the undergraduate curriculum, started a master's program (covered in separate report), and started an Associate of Science in Communication. We have hired exceptional new faculty members, and more scholarly research is being done by faculty than ever before. We have also organized Ogden Peak Communications and launched the on-campus television station Wildcat ONE. We have hosted the National Debate Tournament, the National Debate Coaches Association Tournament and brought a three-week summer camp to campus. We have been awarded money to update the video production studio and open an additional computer lab. Our students win awards such as Utah PR Student of the Year for the last four years and first place in the Cross Examination Debate Association's Tournament West Region three years in a row.

We have a number of new goals such as improving and streamlining our assessment, constantly improving our teaching, and converging our student media. We are working hard and making great strides, but we know we can do better and look forward to the feedback from the program review team.

**Data Form:** Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit-- Communication					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	7	6	7	6	6
Full-time Non-Tenured	4	4	6	6	7
Part-time	0	1	1	2	2
With Master's Degrees					
Full-time Tenured	1	0	1	0	0
Full-time Non-Tenured	3	2	4	7	4
Part-time	12	15	11	7	15
With Bachelor's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	1	0	0	0	0
Part-time	0	0	2	8	2
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time				1	
Total Headcount Faculty	28	28	32	36	36
Full-time Tenured	8	6	8	6	6
Full-time Non-Tenured	8	6	10	13	11
Part-time	12	16	14	17	19
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	16.19	16.01	15.46	15.46	15.56
Teaching Assistants					
Part-time (May include TAs)	6.23	7.37	8.84	9.71	9.26

Total Faculty FTE	22.42	23.38	24.30	25.17	24.82
Number of Graduates					
Certificates					
Associate Degrees					
Bachelor's Degrees	65	46	64	60	57
Master's Degrees (see MPC rpt)					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	280	338	379	401	363
Total Department FTE*	494.00	523.47	500.30	530.10	531.10
Total Department SCH*	14,820	15,704	15,009	15,903	15,933
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	22.03	22.39	20.59	21.06	21.40
Cost (Cost Study Definitions)					
Direct Instructional Expenditures					
Cost Per Student FTE	\$2,404	\$2,288	\$2,851	\$2,656	\$2,730
Funding					
Appropriated Fund	1,187,656	1,197,484	1,426,598	1,407,683	1,448,046
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	0	0	0	0	1,703
Total	1,187,656	1,197,484	1,426,598	1,407,683	1,449,749

### **Program Assessment:**

#### **Standard A: Mission Statement**

Recommendation:

- Include the goal of promoting diversity as a stated value in the departmental mission statement.

Faculty response:

- The faculty resolved to address this at their fall retreat. Once implemented, the faculty will continue to discuss how to effectively teach about diversity issues as a content area

#### **Standard B: Curriculum**

Commendation:

- The Communication program provides a holistic approach to the discipline through an integrated core curriculum.
- The department provides meaningful co-curricular opportunities that impact students, engage the community, and raise the institutional profile.

Recommendation:

- Continue to develop a sustainable, long-term funding structure for the co-curricular programs, including a model for debate and the Weber Media Group concept for the newspaper and electronic media.

Faculty response:

- The faculty will seek funding to remodel student study lounge space for Ogden Peak Communications/PRSSA.
- The faculty will try to sell advertising for converged media site being developed by Ogden Peak Communications as additional funding for Weber Media Group organizations including The Signpost, KWCR 88.1 FM, Studio 76/Wildcat ONE TV, and Ogden Peak Communications/PRSSA.
- Weber State Debate will try to devise funding structure for three-week high school debate camp in summer to provide additional non-institutional funding.
- Media organizations, especially the Signpost, will investigate hosting a summer workshop in summer to provide additional funding.

### **Standard C: Student Learning Outcomes and Assessment**

Commendation:

- The department is commended for the efforts extended to update student learning outcomes that are now clearly defined, measurable, and strangled throughout all course offerings.
- The department utilizes a variety of assessment tools including signature assignments and ePortfolios.

Recommendation:

- Develop a written assessment plan and continue to extend assessment throughout the curriculum, increase the “closing of the loop” of curricular revision based on assessment findings.
- Inform students earlier in the program about the ePortfolio to encourage better student submissions and deeper self-reflection on achieved outcomes.

Faculty response:

- The faculty will continue to develop assessment of the department's three general education classes – Comm 1020, 201, and 2110. Improvement will be made to common rubrics for signature assignments and common test questions. Student learning outcomes will be better aligned to the university's general education goals.
- The faculty will assess all of the courses required for all Communication majors; Comm 1020, 1130, 2110, 3000, 3150, 4890, and 4990. Student learning outcomes will be revisited to ensure alignment with program objectives, as well as college and university outcomes to connect assessment goals at multiple levels.
- The faculty will improve the assessment of ePortfolios required of all Communication majors. Time will be devoted in Comm 3000, the first upper-division class required of majors, to introduce the idea of ePortfolios so that students are not hearing about them for the first time in Comm 4990.

### **Standard D: Academic Advising**

No commendations, no recommendations.

### **Standard E: Faculty**

Commendations:

- The faculty should be commended for their committed and engaged teaching, which features community engagement, solid co-curricular activities, internships, and various individualized learning opportunities.

- Adjunct faculty are welcomed and well supported, with regular evaluation, informal mentoring by tenure-track faculty, and training opportunities through periodic adjunct workshops.

#### Recommendations:

- It is recommended that the dean explore ways in which higher salaries can be offered and other recruiting efforts may be applied to retain international and diverse faculty hires.
- It would be useful to explore how to deal with overload issues that occur for faculty who teach in the Master's program because their teaching load tends to be 13.5 credits rather than 12 credit hours.

#### Faculty response:

- The department will continue working with the dean and provost to make arguments for more competitive salaries. Salaries are a major challenge for our existing faculty and in trying to hire and retain faculty. This is an urgent matter. The faculty also resolves to continue to try to hire racially diverse faculty candidates.
- The faculty agree that they carry a high teaching load, especially considering the teaching in the graduate program, advising of co-curricular organizations, and requirements for faculty research and scholarship. While faculty do receive \$2,500 extra for teaching in the graduate program, they should have the option of teaching two undergrad classes and one grad class and not receive the extra \$2,500.

### **Standard F: Support**

#### Commendation:

- The department is commended for the hiring of an administrative assistant to help with the additional workload resulting from the Master's program.

#### Recommendation:

- It would be useful to pursue new space for the video studio facilities in a more public and prominent location than the library basement, akin to the campus radio station and newspaper spaces.

#### Faculty response:

- The department recognizes the need for better facilities for the TV studio and PRSSA and the faculty are willing to seek funding for additional space and/or permission for space in the center of campus.

### **Standard G: Relationships with External Communities**

#### Commendation:

- The Department of Communication demonstrates exemplary commitment to community involvement through mandated internships, high school concurrent enrollment courses, co-curricular organizations, designated CCEL courses, and faculty service on community boards and organizations. Most impressive is the network of media outlets provided by the student-produced Signpost, radio station, and television productions in which students discover their voices and opinions concerning community issues, decisions, and values.

### **Standard H: Results of previous reviews**

The department has adequately addressed all of the previous external review's recommendations.

### **Institution's Response:**

For ease of reading, faculty response to all recommendations are embedded with those recommendations above.

### **Dean response:**

May 7, 2015

Thank you all for your many contributions to WSU's Communication Department Review process. All Communication faculty members participated in various stages of this review, and I am grateful to you for your thoughtfulness and thoroughness in addressing concerns of importance to the department and to the College. I want to convey special thanks to Sheree Josephson for serving as internal team leader, and to the four individuals (Alan Stavitsky, Sarah Partlow Lefevre, Azenett Garza, and Shannon Butler) who served as reviewers.

Like the writers of the Review Report, I would characterize the Communication Department as very effective in meeting the missions of the university, college, and department. Faculty members have been sensitive to changes in their discipline areas and have revised curriculum to keep up with those changes. They have been supportive of co-curricular activities, internships, and community-engaged learning. It is no surprise that the number of student majors in Communication has grown in recent years. During this same time, the department launched a Master's in Professional Communication Program; happily, the department has taken care not to sacrifice undergraduate education in favor of graduate. Faculty continue to be committed to teaching well at the undergraduate level.

With respect to challenges identified by reviewers and addressed by faculty:

1. Salaries are not competitive. Probably more than any other department in the College of Arts & Humanities, faculty in the Department of Communication can make "market-driven" arguments for enhanced salaries. With their talents and skills, Communication faculty could find higher-paid employment outside the academy or at other institutions of higher education. An operative principle in the College Dean's office has been to align salaries across the college (all entry-level, 1st-year tenure-track faculty make about the same, for example). This principle may be unsustainable.
2. High teaching loads, especially considering imperatives of the graduate program, co-curricular activities and faculty research. Reviewers and faculty suggest an alternative to the current practice of compensating master's level faculty with instructional wages funds; instead, we might allow faculty the option of teaching two undergrad classes and one grad class (without a stipend). Stipend funding would go to an adjunct who would pick up the one undergrad class that the master's level faculty member isn't teaching. I like this plan and urge the department to pursue it.
3. The need to promote diversity. I appreciate the Reviewers' suggestion that the faculty include "promoting diversity" in the departmental mission statement. I also am pleased to see that faculty members intend to integrate diversity materials in their classes, and to look for diversity awareness in candidates applying for faculty positions.

4. Better facilities for the TV studio and PRSSA. The department recently requested, and will receive, some capital funding to remodel a space for use by PRSSA. The TV studio presents a greater challenge, for which I currently don't have any answers.

5. Raise the department's profile. Since the department wrote its response to the Reviewers' Report, it has hosted a successful CommFest and Speech Showcase. In other words, the department already is taking steps to market and promote what it does. The department also is committed to distribute information about its activities via social media.

6. Ongoing financial stability for co-curricular programs. Like other departments in the college, Communication is challenged to develop funding streams for co-curricular activities. But the department's reply to reviewers points to several actions that will be taken to move toward greater financial stability. Although there currently are no scholarship funds specifically for PR/A students, I would imagine that with an increasingly large number of successful alums in this area, we should be able to cultivate scholarship donations in the near future.

WSU's Communication Department is healthy. It has taken many positive steps in the past five years. Its next steps--working with its new Advisory Board, encouraging students to do more with e-portfolios, and looking for innovative funding sources--will carry it yet farther along a road to success for students, faculty, and staff.

Madonne Miner, Dean

Telitha Lindquist College of Arts & Humanities

### **Institutional Program Review Committee Response**

Date: September 24, 2015

Present: Madonne Miner – Provost, Craig Oberg - Chair of Faculty Senate, Marek Matyjasik – Faculty Senate Vice-Chair, Kirk Hagen, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Nicole Beatty, Gary Johnson, Carey Campbell, Gail Niklason and Heather Chapman– Office of Institutional Effectiveness

Guests: Sheree Josephson, Chair, Department of Communication; Catherine Zublin, interim Dean of the College of Arts and Humanities.

The Program Review Committee designated Communication as “a strong program with a few issues that need to be addressed.” The committee had the following recommendations:

- Continue to promote faculty research. In particular, explore the potential to increase research through the program's involvement with service and engaged learning.
- Re-assess and prioritize growth efforts versus addressing needs of the current faculty, including salary issues.
- Consider evaluating program offerings for efficiencies. This should include evaluating the need for seven different emphasis areas within the major.



The committee commended the department for the following:

- The department's increase in faculty research, especially in light of co-curricular demands and high teaching loads.
- The undergraduate program is commended for the excellent leveraging of the Master of Public Communication program to promote and increase faculty scholarship.

The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review in five years during the 2019/20 program review cycle.

## Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Dance Program*

School or Division or Location: *Telitha E. Lindquist College of Arts & Humanities*

Department(s) or Area(s) Location: *Department of Performing Arts*

Institutional Board of Trustees' Approval Date: *01/##/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

\_\_\_\_\_  
Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

**Five Year Program Review**  
**Weber State University**  
**Dance Program, Department of Performing Arts**  
**01/2015**

**Reviewers:**

- External Reviewer(s)
  - Nichole Ortega, Chair – Department of Dance, Utah Valley University
  - Amy Ragsdale, Professor Emeritus in Dance and former chair – Dance Program at the University of Montana
- Internal Reviewer(s)
  - Matthew Choberka, Chair – Department of Visual Arts and Design, Weber State University
  - Brenda Kowalewski, Director – Center for Community and Engaged Learning, and Professor of Sociology, Weber State University

**Program Description:**

The Dance Program, inside the Department of Performing Arts, provides rigorous study in dance technique and creative and academic scholarship. There exist many opportunities for dance students to perform, choreograph and teach both on campus and in the community. Graduates of the Dance Program are working in the field as artists and educators and have also gone on to related careers such as physical therapy and arts administration.

Dance is a beautiful and ancient art form that has blossomed in our nation throughout the last century. Dance majors challenge themselves and grow in many ways: they develop physical and mental discipline, self-expression, ability to work with others, self-confidence, poise, written and oral communication skills, leadership, creativity, and organizational skills. Being in a Department of Performing Arts – where dance, music and theatre occur side by side – provides opportunities for dance majors to collaborate with other performing artists. The Dance Program is a campus leader in collaboration beyond its department.

**Data Form:** *Faculty, student, and financial data for the past five years.*

R411 Data Table					
Department or Unit—Dance Program					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	2	2	2	2	3
Full-time Non-Tenured	1	1	1	1	0

Part-time	0	0	0	0	0
With Master's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	1	1	1	2	2
With Bachelor's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	2	1	1	2	2
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	6	5	5	7	7
Full-time Tenured	2	2	2	2	3
Full-time Non-Tenured	1	1	1	1	0
Part-time	3	2	2	5	4
Please note: FTE counts are for the entire Performing Arts Department					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	21.67	20.33	19.11	19.11	19.99
Teaching Assistants					
Part-time (May include TAs)	11.28	13.03	12.87	10.58	11.90
Total Faculty FTE	32.95	33.36	31.98	29.69	31.89
Number of Graduates- Dept. (Program)					
Certificates					
Associate Degrees					
Bachelor's Degrees	26 (3)	21 (4)	23 (2)	32 (0)	30 (3)
Master's Degrees					
Doctoral Degrees					
Number of Students— Third week numbers – Dept.(Program)					
Total # of Declared Majors	342 (29)	377 (25)	344 (32)	385 (43)	347 (40)
Total Department FTE*	508	542	535	527	471
DPA (Dance)	(53.6)	(63.1)	(66.2)	(64.1)	(55)
Total Department SCH*	15,242 (1608)	16,258 (1894)	16,057 (1986)	15,806 (1923)	14,138 (1650)
*Per Department Designator Prefix					

Student FTE per Total Faculty FTE (calculated for all of DPA)	15.42	16.25	16.74	17.75	14.78
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	2,477,899	2,334,479	2,304,164	2,434,875	2,409,606
Cost Per Student FTE	\$4,877	\$4,308	\$4,305	\$4,621	\$5,113
Funding					
Appropriated Fund	2,288,111	2,151,562	2,104,579	2,228,971	2,208,254
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	189,788	182,917	199,585	205,904	201,352
Total	2,477,899	2,334,479	2,304,164	2,434,875	2,409,606

### **Program Assessment:**

#### **Standard A: Mission Statement**

##### Commendation:

- Mission statement is clear and aligns well with program outcomes and the mission of the University.

#### **Standard B: Curriculum**

##### Recommendation:

- Consider the development of a two-year certificate and/or Associate Degree to address issues of retention.

##### Faculty response:

- The program faculty agree that investigation into a two-year certificate and/or Associate Degree could benefit students and the program. Curriculum revisions are ongoing and will also address the need to maintain parity with the Utah State Office of Education (USOE) requirements for Dance Education Secondary Certification as well as support for the USOE Secondary Dance Endorsement.

#### **Standard C: Student Learning Outcomes and Assessment**

##### Commendation:

- The faculty are commended on their work in identifying and articulating four clear learning outcomes. As well, they are commended for the great strides in charting how these outcomes are being addressed in each class in the curriculum.

##### Recommendation:

- It is recommended that the faculty look for more ways to translate student progress into quantifiable measures without compromising the qualitative nature of dance.

Faculty response:

- The faculty agree that assessment is an ongoing procedure and have both discussed and revised assessment strategies on a regular basis. The faculty will be investigating the National Dance Education Organization's recent development of dance evaluations for national standards as well as soliciting input from colleagues at similar institutions.

#### **Standard D: Academic Advising**

All areas reviewed deemed 'adequate'. Current format appears to work well.

#### **Standard E: Faculty**

Commendation:

- The faculty is the great strength of this program. They are careful to integrate the program's adjuncts thoroughly so that all teachers are aware of the learning outcomes that are their collective goals.

Recommendation:

- As a result of the loss of the design technical faculty (in the Theatre program), the program's ability to carry out a central function – training students for performance – has been crippled. It is recommended that the program articulate a long-term strategic plan that outlines their needs. This will help program faculty to be more persuasive in their arguments for additional support and faculty lines.

Faculty response:

- The faculty agree that a long-term strategic plan must be created to address the loss of technical support for the program. This action plan must include budgetary attention and curriculum revisions to assist in the hiring of technical support.

#### **Standard F: Support**

Recommendation:

- The evaluation committees recommends that the Department of Performing Arts, of which Dance is a member, consider selecting one of the dance faculty to an administrative position in the department, perhaps as department chair or assistant to the chair. This could address the concern that the voice of the dance program is easily lost while needs of the larger programs (music and theatre) take precedence.
- The committee also recommends the dance program look into levying course fees to help pay for equipment needs.

Faculty response:

- This recommendation is acknowledged by the program faculty. Dance faculty members will make themselves available for an open position that may include Chair, Vice-chair, or Assistant to the Chair upon the next election cycle.
- The faculty will investigate additional course fees, but want to be mindful of students and the burden they already carry for their education.

#### **Standard G: Relationships with External Communities**

Commendation:

- Community outreach is a great strength of the dance program, including numerous performances in the schools in a multi-county area. The dance faculty is also unusually enterprising about

generating interdisciplinary projects with other faculty on campus and with community entities. As well, the dance program is to be applauded for their commitment to teaching through community-engaged learning.

#### **Standard H: Results of previous reviews**

Commendation:

- While this is the first program review for just the dance program (previous reviews were for the entire Department of Performing Arts which includes music and theatre programs), the dance program has actively tackled recommendations from the previous review. The recommendation to spread out the workload of advising and internal administration has been successfully met by sharing duties among the three full-time faculty members. And they have wholeheartedly embraced the recommendation to pursue more interdisciplinary collaborations.

#### **Institution's Response:**

For ease of reading; faculty response to site visit recommendations are embedded with those recommendations above.

#### **Dean Response**

Thank you all for your many contributions to WSU's Dance Program Review process. All Dance area faculty participated in various stages of this review, and I am grateful to you for your thoughtfulness and thoroughness in addressing concerns of importance to the area and to the College. I want to convey special thanks to Amanda Sowerby for serving as internal team leader, and to the four individuals (Matt Choberka, Brenda Kowalewski, Nichole Ortega and Amy Ragsdale) who served as reviewers.

Having read documents associated with the Dance area, as well as those from Music and Theatre (units with whom Dance shares space, administration and staff, some budgets and some students), I want to comment on items that I believe merit highlighting (and, in some cases, further attention and discussion).

1. As noted by the Review Committee, the Dance Program has a clearly articulated mission statement and is living up to that statement. The curriculum and faculty are strong. The program is to be commended for taking the initiative to generate both community outreach and interdisciplinary projects. Like the Review Committee, my sense is that overall, Dance is doing an excellent job.

2. The Review Committee also notes various challenges confronting the Dance Program. One major challenge has been the loss of design technical support (formerly supplied by Theatre area faculty and staff). Dance has had to hire and pay for external designers to produce dance concerts, cutting into funds formerly used for student travel, guest artists and undergraduate research. The Review Committee suggests that Dance articulate a long-term strategic plan, a plan that would present their needs and priorities; I agree with this suggestion. The Dean's Office currently allocates some Stewart Education funding to the theatre area to support student travel to regional theatre conferences; there is a good chance we could allocate some funding to Dance for student travel, guest artists, and undergrad research. If we were to do so, Dance could continue using its own funds for tech support, without compromising support of students.

3. The Review Committee encourages the Dance area to create a two-year certificate or Associate Degree. I too think a two-year program might be very appealing to our student population.

4. Under “Support,” the Review Committee worries that because of its small size relative to Theatre and Music, the Dance Program may be overlooked in departmental decisions. I believe this concern is valid and needs to be addressed. All three units within the department were up for review this year, and each one of them suggested that the department as a whole needs to engage in a review of its governing/operating structures. It is time for Music, Dance, and Theatre to have a realistic discussion about their existence as a single department. What might be advantages/disadvantages of different governance/operating structures? Are there ways all three areas might benefit if we were to configure them differently? What costs would accompany such a reconfiguration? Which resources can continue to be shared and which should be allocated to individual units? Theatre faculty members suggested the formation of a Task Force to analyze the situation and propose alternatives. I am supportive of this approach, and suggest such a Task Force might be called into existence before the end of summer, 2015. The Dean’s Office is willing to provide funding for an internal (to the university) or external facilitator for such a Task Force up to \$1500.

Let me close by reiterating that Dance is doing some very progressive interdisciplinary and community work. I am grateful to the three tenure-line faculty and adjuncts for their dedication to outreach, access, and learning.

Madonne Miner, Dean  
Telitha Lindquist College of Arts & Humanities

### **Institutional Program Review Committee Response:**

Date: October 1, 2015

Present: Madonne Miner – Provost, Craig Oberg - Chair of Faculty Senate, Kirk Hagen, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Carey Campbell, Nicole Beatty, Gail Niklason and Heather Chapman– Office of Institutional Effectiveness

Guests: Amanda Sowerby, program faculty; Thom Priest, department chair; Catherine Zublin, Interim Dean

The Program Review Committee designated Dance as “a strong program with a few issues that need to be addressed.” The committee had the following recommendations:

- The program faculty are encouraged to work with the department chair to identify a program coordinator who can be a strong advocate for the program.
- The formalization of a five-year strategic plan will greatly benefit the program; the faculty are recommended to continue this development.
- Determine a means of assessing and documenting the program’s extensive outreach and community efforts.

The committee also cited the following:

- The program is commended for actively addressing recommendations from the previous program review.
- The Dance program is commended for excellent outreach and community efforts.
- The program is also commended for considering ways to increase the number of students in the program; both the evaluation of an associate’s degree in dance and the increased focus on dance education as a means of differentiating the program from others in the state are applauded.



The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review, as scheduled, in five years (the 2019/20 academic year). If the program faculty does determine to pursue external accreditation through the National Association of Schools of Dance we will work with you for any needed adjustments to that schedule.

## Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Design Engineering Technology*

School or Division or Location: *College of Engineering, Applied Science, and Technology*

Department(s) or Area(s) Location: *Engineering Technology*

Institutional Board of Trustees' Approval Date: *01/##/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

\_\_\_\_\_  
Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

**Five Year Program Review**  
**Weber State University**  
**Design Engineering Technology**  
**04/22/2015**

**Reviewers:**

- External Reviewers:
  - Dr. Thomas Paskett, Fremont High School, Weber School District
  - Taylor Foss, Composites Instructor, Ogden/Weber Applied Technical College
- Internal Reviewers:
  - Dr. Brian Rague, Professor and Chair, School of Computing, Weber State University

**Program Description:**

The Drafting Program began in 1959 as a technician program offered by Weber State College. In 1962 the program was changed to an Industrial Drafting program and in 1970 was called Engineering Graphics and was offered as an AAS degree. The name was changed to Engineering/Computer Aided Graphics and Design Technology in 1978. The AAS degree was modified and called Design Graphics Technology in 1985 and continued until 2001. A new BS degree was developed along with modifications to the AAS degree in 2001 and was called Computer & Design Graphics Technology (CDGT). Just prior to the First ABET visit in 2005 the program name was changed to Design Graphics Engineering Technology (DGET) because the name CDGT had caused a lot of confusion with the Computer Science and Art Graphics Design programs. The program name was changed to Design Engineering Technology (DET) officially for the 2012-2013 academic year.

The Design Engineering Technology Program (DET) at Weber State University offers Associate of Applied Science and Bachelor of Science Degrees with the opportunity for students to obtain a Bachelor of Integrated Studies with an emphasis in Building Information Management. The program fills a vital role in the local economy as is evidence with the extensive list of community support and local employers of students and graduates.

Students have access to computer labs with software currently used by both the academic and industry communities. Students are encouraged to explore the applications of software in a variety of areas and industries such as: 3D Modeling, CAD/CAM applications, Building Information Modeling, as well as Graphic Presentations and Animations. The software used in these applications is readily available to the students.

The mission of the program is to provide students a solid theoretical background supplemented by practical experience. The aim being to prepare each student to enter the workplace and/or continue his or her academic pursuits. Each graduate from the program are expected to obtain a mastery of a variety of software tools, and to demonstrate his or her knowledge of academic interests and career goals through oral, written, and graphic communications and to exhibit a desire for lifelong learning.

**Data Form:** Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit— Dept. of Engineering Technology					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	5	5	2	1	1
Full-time Non-Tenured	2	3	0	1	3
Part-time					
With Master's Degrees					
Full-time Tenured	8	5	6	5	7
Full-time Non-Tenured	8	3	5	5	4
Part-time					
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured	2	1	0	0	0
Part-time	4	5	6	6	9
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	29	22	19	18	24
Full-time Tenured	13	10	8	6	8
Full-time Non-Tenured	12	7	5	6	7
Part-time	4	5	6	6	9
FTE counts include <b>all</b> Engineering Tech Faculty					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	20.35	17.90	16.79	15.80	13.56
Teaching Assistants					
Part-time (May include TAs)	3.69	5.71	6.43	5.46	7.32
Total Faculty FTE	24.04	23.61	23.22	21.26	20.88

Number of Graduates – Dept. (Prog.)					
Certificates					
Associate Degrees	30 (15)	32 (15)	33 (16)	17 (0)	19 (3)
Bachelor's Degrees	69 (21)	60 (18)	83 (17)	68 (3)	68 (0)
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	659 (121)	649 (146)	696 (143)	716 (127)	703 (120)
Total Department FTE*	374 (134)	366 (127)	403 (146)	380 (159)	442 (180)
Total Department SCH*	11,230 (4,009)	10,970 (3,822)	12,102 (4,366)	11,403 (4,758)	13,247 (5,394)
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE (All Programs)	15.56	15.50	17.36	17.87	21.17
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	2,112,868	2,198,779	1,691,405	1,615,859	1,798,812
Cost Per Student FTE	\$5,649	\$6,008	\$4,197	\$4,252	\$4,070
Funding – All Engineering Technology Programs					
Appropriated Fund	2,095,058	2,167,824	1,680,378	1,596,887	1,760,824
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	17,810	30,955	11,027	18,972	37,988
Total	\$2,112,868	\$2,198,779	\$1,691,405	\$1,615,859	\$1,798,812

**Program Assessment:** Strengths, weaknesses, and recommendations from the reviewers.

#### Standard A: Mission Statement

Recommendations:

- The current mission statement read more like a vision statement; valuable, but not fully transferable to students for ownership. Recommendation is to craft a more succinct statement.
- There is no reference in the mission statement to continual self-assessment and improvement.

Faculty response:

- Disagree; the information regarding the mission statement is disseminated to students in the form of course outlines, description, and objectives for each course.
- Disagree; self-assessment and improvement is not required by ABET-ETAC in this area.

## **Standard B: Curriculum**

### **Commendations:**

- All students must complete a significant capstone project prior to graduation. Capstone projects require that students implement appropriate technology, understanding and skills during project development. The projects develop leadership, teamwork, and creativity through the design process.

### **Recommendation:**

- Learning outcome 5 – work on teams, is only present in the senior project. Examine areas in other courses and projects where students can experience and perfect working in a team environment prior to the capstone/senior project.

## **Standard C: Student Learning Outcomes and Assessment**

### **Recommendations:**

- There is room for improvement in the design and documentation of architectural plans using Revit, or other industry software.
- Faculty responses and recommendations for improvement occur during faculty meetings; it is recommended that those meetings be documented as evidence of improvement based upon assessment findings.
- ABET outcomes are only covered in the DET senior project. Integration of these outcomes should be introduced and included in other DET coursework and projects.

### **Faculty response:**

- Disagree; current, required architectural course requires instruction covering both AutoCAD and Revit software types.
- Disagree; while faculty are experts in their assigned fields of study, they are not necessarily experts in the arena of other faculty.
- Disagree; ABET outcomes a, b, f, g, h, i, and j are addressed in multiple courses across the entire spectrum of required as well as optional courses prescribed for both the AAS and BS degrees.

## **Standard D: Academic Advising**

### **Commendations:**

- The program is commended for the additional advising directed toward pre-professional development.

## **Standard E: Faculty**

### **Commendations:**

- Faculty have industry work experience along with academic credentials; this is a pronounced strength of the program.

### **Recommendations:**

- Faculty size may not be sufficient to support expected majors in the field in the future.
- Teaching workloads for current DET faculty are very high and compromise their ability to fulfill scholarship and service obligations.

### **Faculty response:**

- Agree; the hiring of one additional, full-time Design Engineering Technology faculty member would facilitate more uniform teaching loads across the entire program, thereby increasing the quality of instruction which would support maintenance and growth of an already successful program.

**Standard F: Support**

Recommendations:

- There needs to be an allocation of funds to support the implantation and adaptation of new technology into the curriculum.

Faculty response: the faculty do not feel there is adequate program support in terms of administrative personnel (technician, secretary, student aides).

**Standard G: Relationships with External Communities**

Commendations:

- The DET program maintains an active and vibrant industry advisory committee (IAC), which helps the program to design and refine current curriculum.

Recommendations:

- It is recommended that the IAC be convened on an annual basis.

Faculty response:

- This is currently being done; the last meeting was held on March 6, 2015.

**Standard H: Results of previous reviews**

Not evaluated.

**Institution's Response:****Faculty response:**

Faculty responses are embedded with site visit team recommendations, above.

**Dean's response:**

Thank you all for your many contributions to WSU's DET Review process. All DET faculty members as and others in the Engineering Technology (ET) department, especially the chair, Rick Orr, as well as COAST/EAST's former dean, Warren Hill, participated in various stages of this review, and I am grateful to you for your thoughtfulness and thoroughness in addressing concerns of importance to the program, department, college, and university.

Like the writers of the Review Report, I would characterize the program as very effective in meeting the missions of the parent units. Faculty members have been sensitive to changes in their discipline areas and have revised curriculum to keep up with those changes. They have been supportive of co-curricular activities, internships, community-engaged learning, new tools, and collaborative multidisciplinary projects. The faculty have kept up-to-date vis-à-vis industry.

With respect to challenges identified by reviewers and addressed by faculty:

1. Program Challenges: Most of the programs in the college – definitely in ET - are teaching overload. Fortunately, we have only recently received Engineering Initiative money that will assist with this. However, in addition, this is an opportunity to re-examine two things: the emphasis areas that the program is engaged in and the use of efficient instruction through additional adjuncts and online/hybrid technology. Both are unaddressed in the reports. Fortunately, the college is engaged in a strategic planning process. The budget for the program has remained the same for the past

five years, not decreased by 20%. There is some variation within the department, however, if you look at human resource allocation given enrollments.

2. Standards Not Met: A. I believe that additional advisement will assist department. B. The architecture aspect of the department needs to be looked at strategically and a decision made as to its future. C. Agree that the ABET process is sufficient for Continuous Improvement.

3. Recommendations for Change: A. There are many options for increasing technology and the dean's office can assist with this. B. The Provost's office has assisted with the hiring of a new adviser in CS and ET. This should help – although, the department doesn't see advising as an issue. Also, again, some strategic planning will assist this as well. C. Agree with department's response. D. I agree with assessors that department minutes generally might be helpful. However, the program meets irregularly on an as-needed basis, and this is impractical. The department does keep minutes when program status is also discussed. E. Agree with assessors that other team opportunities would help although it is not critical. F. Understand the confusion of 2012 versus 2015 IAC report and am happy to see that the IAC met in 2015. However, agree strongly with assessors that the program should meet with IAC once per year.

4. Additional Recommendations. Mission: A. It works if the mission statement is embedded in the syllabi. Any opportunity to clarify is recommended. However, the mission statement can also be found at department level. B. General education seems adequate.

5. Additional Recommendations. Curriculum. C. Recently the college has purchased several additional 3D printing devices and upgraded labs.

6. Additional Recommendations. Learning. B. There has been some revision of Revit classes.

7. Additional Recommendations. Assessment. D. This is not a requirement of ABEET because of its difficulty. This is a reasonable approach.

WSU's DET program is healthy. It has taken many positive steps to remain so. Its next steps will carry it yet farther along a road to success for students, faculty, and staff.

David L. Ferro, Dean  
College of Engineering, Applied Science & Technology

### **Institutional Program Review Committee Response**

Date: October 29, 2015

Present: Madonne Miner – Provost, Craig Oberg - Chair of Faculty Senate, Marek Matyjasik – Vice Chair of Faculty Senate, Kirk Hagen, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Nicole Beatty, Gary Johnson, Carey Campbell, Gail Niklason – Office of Institutional Effectiveness

Guests: Glen West, Program Director; Rick Orr, Department Chair; David Ferro, Dean



The Program Review Committee designated the Design Engineering Technology Program as “a strong program with a few issues that need to be addressed.” The committee had the following recommendations:

- During the upcoming strategic planning process, consider the potential for consolidating the four, separate programs into a single Engineering Technology degree with four emphasis areas. This recommendation is made from a desire to encourage more efficient use of resources (including faculty), to better deal with fluctuating enrollments at the individual program levels, and the potential to develop a curriculum that allows for some flexibility while still meeting the needs of students and the local industries that hire students.
- Further leverage the strategic planning session to address issues regarding regularly scheduled sabbaticals, faculty research, and the general direction of the program.
- Consider developing a department-level workload policy that addresses issues of overload and sabbatical. If plausible include plans for creating a viable adjunct pool from which to draw for teaching support.
- Give consideration to the potential for incorporating various modes of instruction including online, hybrid, and evening offerings at Davis Campus.
- The program faculty are encouraged to continue supporting efforts to recruit female students to the program as well as female faculty (both adjunct and tenure-line).

The committee cited several commendations for the programs:

- Work with industry partners is excellent. The work towards establishing yearly, on-site visits with advisory committees is commended.
- The hands-on nature of the programs as well as project-based capstone experiences engage students well.
- The faculty are dedicated and hard-working; they are especially commended for ‘making do’ during building construction and transition.

The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review, as scheduled through ABET, in six years (the 2020/21 academic year).

## Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Electronics Engineering Technology*

School or Division or Location: *College of Engineering, Applied Science, and Technology*

Department(s) or Area(s) Location: *Engineering Technology*

Institutional Board of Trustees' Approval Date: *01/##/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

**Chief Academic Officer (or Designee) Signature:**

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

\_\_\_\_\_  
Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

**Five Year Program Review  
Weber State University  
Electronics Engineering Technology  
04/22/2015**

**Reviewers:**

- External Reviewers:
  - Gilbert Ulibarri, Jr., Associate Professor and Department Coordinator, Department of Electronics Technologies, Salt Lake Community College, Salt Lake City, UT
  - Peter Rathjen, Autoliv Manager/Technical Support, Brigham City, UT
- Internal Reviewers:
  - Dr. Brent Horn, Associate Professor of Criminal Justice and Director of Forensic Science Program, Weber State University

**Program Description:**

The Electronics Engineering Technology (EET) program was first accredited by the TAC of ABET in 1978 and has been continually accredited since that time. Incremental changes to the EET program were made until 2012.

In 2012, CEET faculty and resources were divided to create a separate Electronics Engineering (EE) program. The remaining CET program was replaced with an EET program. The EET program was reorganized, with approximately half the existing laboratory facilities, one full-time faculty and four instructors (three adjunct and one part-time). EET then merged with the existing Mechanical, Manufacturing, and Design programs (MET, MFET, DET) to create the Department of Engineering Technology. To date, the part-time faculty has retired, two tenure-track faculty members have been hired (in 2012, and 2013) and three adjuncts support the program.

In June 2014, Weber State University demolished Building Four which housed laboratories and facilities for both the EET and EE programs. All existing laboratory facilities and both the EET program and the EE Department were displaced for approximately two and a half years. Through a collaborative effort led by the Dean and the Department Chair, the Engineering Technology department has adapted and modified existing space within the ET Building to create several electronic and computing laboratories.

**Data Form:** Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit— Dept of Engineering Technology					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	5	5	2	1	1
Full-time Non-Tenured	2	3	0	1	3
Part-time					
With Master's Degrees					
Full-time Tenured	8	5	6	5	7
Full-time Non-Tenured	8	3	5	5	4
Part-time					
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured	2	1	0	0	0
Part-time	4	5	6	6	9
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	29	22	19	18	24
Full-time Tenured	13	10	8	6	8
Full-time Non-Tenured	12	7	5	6	7
Part-time	4	5	6	6	9
FTE counts include all Engineering Tech Faculty					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	20.35	17.90	16.79	15.80	13.56
Teaching Assistants					
Part-time (May include TAs)	3.69	5.71	6.43	5.46	7.32
Total Faculty FTE	24.04	23.61	23.22	21.26	20.88

Number of Graduates – Dept. (Prog.)					
Certificates					
Associate Degrees	30 (15)	32 (15)	33 (16)	17 (8)	19 (5)
Bachelor's Degrees	69 (21)	60 (18)	83 (17)	68 (16)	68 (8)
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	659 (233)	649 (177)	696 (173)	716 (116)	703 (106)
Total Department FTE*	374 (96)	366 (84)	403 (97)	380 (59)	442 (62)
Total Department SCH*	11,230 (2,891)	10,970 (2,524)	12,102 (2,899)	11,403 (1,778)	13,247 (1,862)
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE (All Programs)	15.56	15.50	17.36	17.87	21.17
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	2,112,868	2,198,779	1,691,405	1,615,859	1,798,812
Cost Per Student FTE	\$5,649	\$6,008	\$4,197	\$4,252	\$4,070
Funding – All Engineering Technology Programs					
Appropriated Fund	2,095,058	2,167,824	1,680,378	1,596,887	1,760,824
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	17,810	30,955	11,027	18,972	37,988
Total	\$2,112,868	\$2,198,779	\$1,691,405	\$1,615,859	\$1,798,812

**Program Assessment:** Strengths, weaknesses, and recommendations from the reviewers.

#### **Standard A: Mission Statement**

Recommendations:

- In response to concerns expressed by faculty, it is recommended that the faculty and college administration have a discussion about long-term goals for the program and determine whether the current mission fits that vision.

#### **Standard B: Curriculum**

Recommendations:

- The faculty should look at ways to integrate the more difficult support courses earlier on in the curriculum; this should be done to address friction between the BS EET program and some of those required support courses.
- Successful degree completion may be addressed by requiring students to complete the AAS EET degree as a step path-way to the BS degree.

### **Standard C: Student Learning Outcomes and Assessment**

#### Recommendations:

- A concerted effort should be made to determine where in the curriculum outcomes are initially introduced and to determine appropriate tools and metrics for evaluating those outcomes.
- Outcome assessment issues should be addressed with a higher priority.

#### Faculty response:

- The EET Program exam was recently created as an assessment tool to track and evaluate student attainment of ABET student learning outcomes. Sophomore and senior-level students will be required to take the exam at the on-campus testing center. A direct comparison of a student's performance on an exam taken as a rising junior to his/her performance as a graduating senior will establish a baseline metric for determining adequate progress. Additionally, the program piloted the use of the SME-EET certification exam during the summer 2015 term.

### **Standard D: Academic Advising**

#### Commendations:

- The program is commended for the additional advising directed toward pre-professional development.

### **Standard E: Faculty**

#### Recommendations:

- There is a great need for additional full-time faculty. At current levels of overload, it is questionable as to whether the faculty have time to accomplish the additional requirements for tenure and promotion.

### **Standard F: Support**

#### Recommendations:

- Adequate facilities are a concern. This includes safety issues, adequacy of computers, and lack of shared governance of shared facilities.

#### Faculty response:

- The tumultuous nature of the EE/EET split and reorganization, followed by the loss of Building Four facilities have created difficult administrative and physical challenges. These issues are being addressed.

### **Standard G: Relationships with External Communities**

#### Commendations:

- A viable program is offered that supports industry well and has done so for many years.

#### Recommendations:

- While the program does have an Industrial Advisory Committee, it is recommended that more frequent meetings could foster more productive relationships.

#### Faculty response:

- The EET program will press to interact with the IAV on a more frequent basis. The program hopes to initiate a method to promote short, one-on-one meetings with employers/advisors.

### **Standard H: Results of previous reviews**

It is not clear what recommendations were made in the previous program review. The program faculty has begun to address the 2009 ABET review recommendation regarding assessment.

### **Institution's Response:**

#### **Faculty response:**

Faculty responses are embedded with site visit team recommendations, above.

#### **Dean's response:**

Thank you all for your many contributions to WSU's EET Review process. All EET faculty members as and others in the Engineering Technology (ET) department, especially the chair, Rick Orr, as well as COAST/EAST's former dean, Warren Hill, participated in various stages of this review, and I am grateful to you for your thoughtfulness and thoroughness in addressing concerns of importance to the program, department, college, and university.

Like the writers of the Review Report, I would characterize the program as very effective in meeting the missions of the parent units. Faculty members have been sensitive to changes in their discipline areas and have revised curriculum to keep up with those changes. They have been supportive of co-curricular activities, internships, community-engaged learning, new tools, and collaborative multidisciplinary projects. The faculty have kept up-to-date vis-à-vis industry. There has been some rough spots as the program divided with the creation of the EE program, loss of Building 4, and two new hires. The program is positioning itself for the future.

With respect to challenges identified by reviewers and addressed by faculty it is true that the relationship between EET and EE is evolving. However, two out of the three faculty in EET have taught in EE and have a good relationship with that department. In addition, three instructors in Engineering (two in EET specifically) have taught in Engineering Technology and are very happy to coordinate. I believe that the program has moved forwards, not backwards since 2012 and continues to do so. However, 2009 is a tough benchmark to measure against. Friction with math is endemic in many departments. Strategic vision will hopefully be rectified through strategic planning being instituted this fall. I agree that the program needs to address the learning outcomes issue and that may be related to their evolving strategic direction. Teaching loads are high just as other programs in the college are, however, many classes are very low in enrollments. Other classes are not required for the major. Without strategic direction (power and motors is also needed in EE for example) I do not recommend a new faculty hire. If the facilities need better maintenance then that will be addressed. However, this likely will find some remedy with construction of the south end of ET building adding some labs. IAC issues should be addressed. Assessment approaches are still young and need time to mature but seem oriented correctly.

WSU's EET program has suffered with the recent transition. It has taken many positive steps to come back on line and address enrollments, assessment, resources, and curriculum matters. Its next steps will carry it yet farther along a road to success for students, faculty, and staff.

David L. Ferro, Dean  
College of Engineering, Applied Science & Technology

## **Institutional Program Review Committee Response**

Date: October 22, 2015

Present: Ryan Thomas – Associate Provost, Craig Oberg - Chair of Faculty Senate, Kirk Hagen, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Nicole Beatty, Gary Johnson, Carey Campbell, Gail Niklason – Office of Institutional Effectiveness

Guests: Christian Hearn, Program Director; Rick Orr, Department Chair; David Ferro, Deam

The Program Review Committee designated the Electronics Engineering Technology Program as “a strong program with a few issues that need to be addressed.” The committee had the following recommendations:

- During the upcoming strategic planning process, consider the potential for consolidating the four, separate programs into a single Engineering Technology degree with four emphasis areas. This recommendation is made from a desire to encourage more efficient use of resources (including faculty), to better deal with fluctuating enrollments at the individual program levels, and the potential to develop a curriculum that allows for some flexibility while still meeting the needs of students and the local industries that hire students.
- Further leverage the strategic planning session to address issues regarding regularly scheduled sabbaticals, faculty research, and the general direction of the program.
- Consider developing a department-level workload policy that addresses issues of overload and sabbatical. If plausible include plans for creating a viable adjunct pool from which to draw for teaching support.
- Give consideration to the potential for incorporating various modes of instruction including online, hybrid, and evening offerings at Davis Campus.
- The program faculty are encouraged to continue supporting efforts to recruit female students to the program as well as female faculty (both adjunct and tenure-line).

The committee cited several commendations for the programs:

- Work with industry partners is excellent. The work towards establishing yearly, on-site visits with advisory committees is commended.
- The hands-on nature of the programs as well as project-based capstone experiences engage students well.
- The faculty are dedicated and hard-working; they are especially commended for ‘making do’ during building construction and transition.

The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review, as scheduled through ABET, in six years (the 2020/21 academic year).



## Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Foreign Languages and Literature*

School or Division or Location: *Telitha E. Lindquist College of Arts & Humanities*

Department(s) or Area(s) Location: *Department of Foreign Language & Literature*

Institutional Board of Trustees' Approval Date: *01/DD/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

\_\_\_\_\_  
Signature

Date: *01/DD/2016*

Printed Name: *Name of CAO or Designee*

**Five Program Review**  
**Weber State University**  
**Department of Foreign Languages and Literature**  
**03/03/2015**

**Reviewers:**

- External Reviewers:
  - Dr. Blair Batemen, Department of Spanish and Portuguese, Brigham Young University
  - Dr. Fernando Rubio, Department of Languages and Literature, University of Utah
- Internal Reviewers:
  - Dr. Michael Wutz, Department of English, Weber State University
  - Dr. Valerie Herzog, Department of Health Promotion and Human Performance, Weber State University

**Program Description:**

The Department of Foreign Languages and Literature is housed in the Telitha E. Linquist College of Arts and Humanities and has as a primary objective the preparation of students to function effectively in a foreign language. In order to achieve this objective, the Department offers B.A. and A.A. degrees in French, German, and Spanish, and a minor and A.A. degree in Japanese. The coursework that makes up these degrees is varied and proficiency-based, meaning that all courses in the Department of Foreign Languages should have as one of their objectives the development of proficiency in the language.

The courses are taught by a diverse and well-qualified faculty—12 full-time and 15-20 part-time. Eleven faculty members are tenured or tenure-track, one fewer than at the time of our last review, in 2010. The smaller faculty means that we have one faculty member who runs all the major, minor, and A.A. programs in French, and one of our newer faculty members must teach lower-division French in addition to her responsibilities in German.

The Department regularly assesses its graduating seniors using five Student Learning Outcomes, and it has also begun a regular assessment of its general education course, FL HU2020; moreover, this Self Study has revealed the need for more assessment at various levels.

**Data Form:** Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit--					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by					

the institution)					
Full-time Tenured	10	8	8	6	7
Full-time Non-Tenured	2	2	2	3	4
Part-time	3	3	3	3	4
With Master's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	1	0	0
Part-time	2	2	2	12	11
With Bachelor's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	11	11	10	4	4
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	28	26	26	28	31
Full-time Tenured	10	8	8	6	7
Full-time Non-Tenured	2	2	3	3	5
Part-time	16	16	15	19	19
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	12.11	11.61	10.56	10.56	10.56
Teaching Assistants					
Part-time (May include TAs)	6.68	9.41	10.42	11.53	9.66
Total Faculty FTE	18.79	21.02	20.98	22.09	20.22
Number of Graduates					
Certificates					
Associate Degrees					
Bachelor's Degrees	31	46	36	32	35
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	124	126	120	136	123
Total Department FTE*	345.13	352.30	357.47	325.43	308.23
Total Department SCH*	10,354	10,569	10,724	9,763	9,247
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	18.37	16.76	17.04	14.73	15.24

<b>Cost (Cost Study Definitions)</b>					
Direct Instructional Expenditures	1,086,458	1,120,762	1,044,325	1,120,769	1,029,719
Cost Per Student FTE					
<b>Funding</b>					
Appropriated Fund	1,084,537	1,119,859	1,043,931	1,075,607	1,029,719
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	1,921	903	394	45,162	0
<b>Total</b>	<b>1,086,458</b>	<b>1,120,762</b>	<b>1,044,325</b>	<b>1,120,769</b>	<b>1,029,719</b>

**Program Assessment:** Strengths, weaknesses, and recommendations from the reviewers.

### **Standard A: Mission Statement**

Commendation:

The department's mission statement – recently revised – is clearly articulated and supports the goals of the College of Arts and Humanities.

### **Standard B: Curriculum**

Commendation:

The curriculum has notable strengths including major and minor programs with the option of traditional, commercial, or teaching emphasis, flexible curriculum and an impressive variety of courses at the upper-division level, among others.

Recommendations:

- To address the challenge of offering enough courses in French and German to attract majors, consider expanding opportunities for students to take cross-listed courses.
- Consider offering hybrid lower-division courses in languages other than Spanish (Japanese, Chinese, and ASL; non-degree languages such as Italian and Portuguese). This could benefit majors, minors and A.A. students. When possible, avoid scheduling courses in smaller languages at unpopular times, such as early morning hours, in order to maximize enrollments.
- Consider offering Institutional Certificates in French and German; this could help attract students to upper-division courses in these languages.

Faculty response:

- The department will develop and teach a linguistics course taught in English and directed to French, German, and Spanish majors.
- The faculty agree this could help boost enrollments in those language classes. The department faculty will develop guidelines for hybrid foreign language courses and allow any instructor who has completed either the Master Online Teaching Certification or the Blended Learning Certification program to submit a proposal and syllabus for a hybrid course to the Department Curriculum Committee for approval.

- The Institutional Certificate in Spanish was made available July 1, 2015. Once the program has been in existence for one year its effectiveness will be assessed and the department will determine whether or not to propose Institutional Certificates in French and German.

### **Standard C: Student Learning Outcomes and Assessment**

#### Commendations:

- The department has a set of five clearly-articulated learning outcomes for its majors, which are assessed with student portfolios containing direct measures of performance.

#### Recommendations:

- To address the challenge that both full-time and adjunct faculty appear to lack awareness of program learning outcomes, a recommendation to increase faculty investment in learning outcomes was made. Helping faculty to create assignments with an eye to those outcomes and helping faculty articulate learning objectives for individual courses that align with program-level outcomes is a suggested approach.
- Consider reconceptualizing student portfolios as a learning tool; this should address the disconnect students feel between the assembly in 4990 and other coursework. In addition to serving as a capstone assessment, portfolios could serve as a tool for helping student work toward program outcomes.

#### Faculty response:

- The faculty agree. In support of this recommendation cards containing both the mission and the program outcomes will be printed and distributed to all faculty. Program outcomes, and specifically those addressed by a particular course, will be included on each course syllabus.
- The Department Assessment Committee will draft a new policy regarding the ongoing use of student portfolios throughout a student's academic career.

### **Standard D: Academic Advising**

#### Commendation:

- Academic advising is a particular strength of the program. Faculty advisement loads appear manageable and students appear quite satisfied with the advisement they receive.

### **Standard E: Faculty**

#### Commendation:

- Faculty are well qualified and committed to the program. All full-time faculty, and some adjunct faculty have attended training workshops on the ACTFL Proficiency Guidelines and Oral Proficiency Interview. Such a uniform level of professional development is rare among foreign language faculty at other universities.

#### Recommendation:

- The department has lost a full-time faculty slot in French. As a result, one faculty member in French runs all the major, minor, and AA programs, and another faculty member must teach lower-division French in addition to running the German program. As such, the recommendation was made to strategically plan for maintenance and growth of language programs in order to maintain adequate numbers of students to sustain current majors and minors, as well as anticipating potential growth in other languages such as ASL and Chinese.

Faculty response:

- The program will continue ongoing efforts to build programs. These efforts include writing a proposal for the addition of a major in Japanese, continuing discussions with the Goddard School of Business and Economics in order to establish dual degrees in business and foreign languages, and adding lower-division hybrid courses and a general linguistics course in order to build enrollments.

### **Standard F: Support**

Commendation:

- The program has needed staff support and both instructional facilities and resources are excellent.

### **Standard G: Relationships with External Communities**

Commendation:

- The program is unusually strong in its relationships with external communities. Collaborative efforts with the community include Medical Spanish students providing translation services at local hospitals, Chinese students volunteering in local immersion classrooms, and an ASL partnership with the Davis Applied Technology College.

### **Standard H: Results of previous reviews**

All areas reviewed deemed 'a strength' or 'adequate'.

Other Recommendations

The committee had the following additional recommendations:

- 1) Study the effects of having changed lower-division courses from 4 to 3 credits. The department faculty are encouraged to examine the effects of this change on students' language proficiency, as well as whether the change has increased enrollments.

Faculty response: this will be addressed in two ways – 1) via a survey of department faculty to measure perception of the changes, and 2) via a comparative study of the proficiency levels attained by students who have recently completed Spanish 2020 at SLCC, UVU, and WSU (grant application pending).

- 2) Improve the department website. Include links to information about the AA degrees and the Spanish certificate as well as information on offerings in ASL, Chinese, Italian, and Portuguese.

Faculty response: One department faculty members is working with the Arts and Humanities Director of Marketing and PR to improve the website and make it more consistent with the rest of the college.

### **Institution's Response:**

#### **Faculty response**

For ease of reading, the Department faculty responses are embedded with recommendations above.

#### **Dean's Response:**

Thank you all for your many contributions to WSU's Foreign Language Department Review process. All Language faculty members participated in various stages of this review, and I am grateful to you for your thoughtfulness and thoroughness in addressing concerns of importance to the department and to the College. I want to convey special thanks to Craig Bergeson for serving as internal team leader, and to the four individuals (Blair Bateman, Fernando Rubio, Michael Wutz, and Valerie Herzog) who served as reviewers.

Having read the review documents, I want to comment on items that I believe merit highlighting (and, in some cases, further attention and discussion).

1. The department's Self Study is detailed and objective in its representation of departmental accomplishments, challenges, needs, etc. The quality of this Self Study meant that the Review Team could produce a helpful, specific review. I agree with observations in these two documents, as well as with those in the department's Response to the Review.

2. In its Response to the Review, the department seriously considers and replies to Recommendations from reviewers. In every case, I concur with the department. I also applaud the department for spelling out Action Plans to be used to ensure that recommendations are implemented.

3. Among the department's strengths is its ability to discuss issues as a full group and then "pilot" changes in a controlled way. For example: The Review suggests that Languages offer hybrid lower-division courses in languages other than Spanish. The department agrees that doing so might help boost enrollments. But before jumping head-first into the hybrid pool, the department is going to develop guidelines for such courses. From my perspective, the department consistently shows wisdom in monitoring the pace of change.

4. Two recommendations that may go hand-in-hand involve increasing faculty investment in learning outcomes and increasing student investment in portfolios. As faculty members become more overt about learning outcomes, they may be able to build more enthusiasm among students about the value of preparing a portfolio of exemplary work.

5. I support the proposed study of the effects of having changed lower-division courses from 4 to 3 credits. There was considerable discussion before this change was put into effect. We now have some years' experience with the 3-credit model. It makes sense to evaluate the effects of the change. I especially like the idea of doing a study that compares the proficiency levels of WSU LANG 2020 students to those of 2020 students at other Utah universities.

6. Both the Review and the Department's Response discuss the importance of planning strategically for maintenance and growth of language programs. Especially with the existence of dual-immersion programs in local public schools, the Department will need to consider how to allocate faculty resources to take advantage of likely enrollment demand (especially in Chinese) when these public school students reach college age. In addition, I encourage the Department to think seriously about what role American Sign Language might have in the curriculum. It's clear there is demand for ASL course-work; recent indications are that the ATC's are not going to respond to this demand.

Overall: I want to compliment WSU's Foreign Language Department for its active, engaged, and effective faculty; its thoughtfulness in pursuing both new and community-engaged offerings so as to bring a range of

students in its courses; its increasingly strong assessment processes; its study abroad offerings; and its success in functioning as a team committed to the best education possible for majors, minors, and General Education students.

Madonne Miner, Dean  
Telitha Lindquist College of Arts & Humanities

### **Institutional Program Review Committee Response**

Date: September 24, 2015

Present: Madonne Miner – Provost, Craig Oberg - Chair of Faculty Senate, Marek Matyjasik – Faculty Senate Vice-Chair, Kirk Hagen, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Nicole Beatty, Gary Johnson, Carey Campbell, Gail Niklason and Heather Chapman– Office of Institutional Effectiveness

Guests: Craig Bergeson, Chair, Department of Foreign Language and Literature; Catherine Zublin, interim Dean of the College of Arts and Humanities

The Program Review Committee designated the Foreign Languages and Literature program as “a strong program with a few issues that need to be addressed,” contingent on a response from the faculty regarding the decision to hire a new French Language faculty line over an ASL faculty line.

The department’s response was submitted in a timely manner and the response was deemed adequate by the Program Review Committee.

The Committee further recommended:

- The department is encouraged to work with the Walker Institute to investigate internships that may be available to Foreign Language students, and
- Should funding be secured for the study of the impact of moving from 4 credit to 3 credit hour courses, the department is asked to report those findings in their fall 2016 annual assessment report.

The Committee commended the department for:

- Quick follow-up assessment on the efficacy of the new hybrid course delivery model.
- Development of a Spanish certificate and probable addition of certificates in other languages.

The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review in five years, during the 2019/20 program review cycle.



## Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Health Services Administration*

School or Division or Location: *Dumke College of Health Professions*

Department(s) or Area(s) Location: *Health Administrative Services*

Institutional Board of Trustees' Approval Date: *01/DD/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

\_\_\_\_\_  
Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

**Five Year Program Review**  
**Weber State University**  
**Health Services Administration**  
**04/01/2015**

**Reviewers:**

- External Reviewer(s):
  - Dr. Leigh Cellucci, Professor and Director, Health Services Management Program, East Carolina University, Greenville, NC
  - Dr. Tracy Farnsworth, Associate Dean and Director, Kasiska School of Health Professions, Idaho State University, Pocatello, ID
- Internal Reviewer(s):
  - Dr. Laura Santurri, Ass't Professor of Health Promotion and Human Performance
  - Dr. Robert Walker, Chair, Department of Radiologic Sciences

**Program Description:**

The Utah State Board of Regents approved the WSU Health Administrative Services program in 1977. The Program was not funded until 1980. The first class was taught in 1981. The program offers a Bachelor of Science with an emphasis in: Health Services Administration, Health Promotion, or Long-Term Care Administration. Since 1983, 830 students have earned a degree in HAS including 50 during the 2013-14 academic year.

In order to graduate, HAS students must successfully complete Weber State University general education requirements, eight prerequisite courses, and 50 credit hours of required courses. These required course include a 200 hour administrative internship within a health care organization approved by the program.

The program is certified by the Association of University Programs in Healthcare Administration. The most recent recertification was in 2009. Recertification for 2015 is in process and will culminate with a face to face review on June 3, 2015. The self-study requires reporting on 29 criteria. It has been submitted and is currently under review by faculty from four other universities.

The program is primarily aimed at students who are interested in a career in the management or administration of health care organizations. This is a broad and growing field that is consistently listed among the best for career opportunities by both government and private sources. Our surveys taken within a year of graduation indicate that approximately 90% of our graduates are either employed as health care managers/administrators or are enrolled in graduate school. During the four most recent academic years, 91% of our seniors have received an A or A- grade from their internship preceptors.

**Data Form:** Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit--					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	1	2	2	1	3
Full-time Non-Tenured	2	2	2	2	3
Part-time	1	2	1	1	1
With Master's Degrees					
Full-time Tenured	1	1	1	1	1
Full-time Non-Tenured	1	1	2	2	2
Part-time	1	2	3	4	6
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	4	2	2	2	1
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	11	12	13	13	17
Full-time Tenured	2	3	3	2	4
Full-time Non-Tenured	3	3	4	4	5
Part-time	6	6	6	7	8
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	4.00	4.00	5.03	5.03	3.37
Teaching Assistants					
Part-time (May include TAs)	3.19	4.07	6.10	6.26	5.18
Total Faculty FTE	7.19	8.07	11.13	11.29	8.55
Number of Graduates					
Certificates	13	7	5	10	17
Associate Degrees	14	9	15	14	12

Bachelor's Degrees	42	31	46	46	66
Master's Degrees (different program review)					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	287	308	376	430	430
Total Department FTE*	176.33	189.03	215.10	233.83	246.70
Total Department SCH*	5,290	5,671	6,453	7,015	7,401
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	24.52	23.42	19.33	20.71	28.85
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	419,957	429,711	506,071	516,631	462,168
Cost Per Student FTE	2382	2273	2353	2209	1873
Funding					
Appropriated Fund	419,957	429,703	506,063	515,487	405,039
Other:					
Special Legislative Appropriation					
Grants of Contracts	0	0	0	0	56,006
Special Fees/Differential Tuition	0	8	8	1,144	1,123
Total	419,957	429,711	506,071	516,631	462,168

**Program Assessment:** Strengths, weaknesses, and recommendations from the reviewers.

#### Standard A: Mission Statement

Commendations:

- The mission statement is well-defined.

Recommendations:

- The Site Visit Committee recommends that the program list goals and objectives under the mission statement and not just in the assessment plan.
- The committee recommends that the standard University format be followed by the program; while the self-study indicated the last assessment period, there was not indication of how regularly assessment would occur.

Faculty response:

- The faculty concurs that the inclusion of program goals and objectives under the mission statement is appropriate and would highlight the specific measures of success in meeting the mission. This will be done prior to December 31, 2015.
- The faculty concurs that the self-study should be written in the standard format approved by the University. In addition, a regular assessment of program goals and objectives needs to be conducted in order to determine success of the program. An assessment plan will be completed as part of the regular university schedule, by the November 15, 2015 due date.

#### Standard B: Curriculum

Recommendations:

- It is recommended that the current curriculum grid be modified to include information on how often/when each course is offered.

Faculty response:

- The faculty agrees that the standard University format should be followed by the program for the curriculum map. An updated curriculum grid was included in Appendix D (of the faculty response to the site visit report) to show the schedule of course offerings.

**Standard C: Student Learning Outcomes and Assessment**

Commendations:

- Graduates are competent.

Recommendations:

- The committee recommends that the standard University format be followed by the program for curriculum competency depth.

Faculty response:

- The faculty agrees that the standard University format should be followed by the program. Appendix A of the faculty response to the site visit report provided a curriculum map that establishes the level of competencies taught in each course that is in the WSU format.

**Standard D: Academic Advising**

Recommendations:

- With rapid program growth in the program the faculty may need to consider changing the policy on open enrollment. The program may also want to consider a formal method of assessing advising effectiveness, conducted on a periodic basis.
- Students suggested that student orientations be held more often.

Faculty response:

- The faculty agrees that the policy on open enrollment needs to be addressed. One solution that has been recommended by the faculty is to increase the minimum program GPA from 2.5 to 2.75. This will be discussed by the faculty at our opening fall department meeting and then a curriculum proposal will be made to the college and university curriculum committees if necessary. The faculty will discuss this issue further during strategic planning sessions to be held Fall 2015. The results of this discussion will be finalized prior to December 31, 2015 and implemented Fall 2016.
- The faculty agreed that more frequent student orientations are a good idea and will discuss the details of the developing and scheduling an orientation session for all department majors twice a year. This issue will be further discussed during strategic planning sessions during Fall 2015.

**Standard E: Faculty**

Commendations:

- Faculty commitment to student success is a strength of the program.
- The faculty possess diverse professional experience and backgrounds.

Recommendations:

- The program should demonstrate efforts to achieve demographic diversity in its faculty. The report did not include this information; committee rated this on observation only.
- Information should be obtained on adjunct faculty teaching and evaluation.

Faculty response:

- The faculty believes that diversity is representative of the demographics of the population in the local market; however, they are aware of the benefits of employing a diverse faculty. During the 2014-15 hiring process for two open position, there were two candidates with diverse background – one withdrew for personal reasons and one withdrew due to the offered salary.
- Current course evaluations are conducted for all Health Administrative Services courses, including adjunct faculty. The department chair and program director reviews each of the course evaluations for all adjunct faculty members. If there are issues noted in the evaluation, either the program director or the department chair will address those with the adjunct, in-person or by telephone.

#### **Standard F: Support**

All areas reviewed deemed 'adequate'.

#### **Standard G: Relationships with External Communities**

The committee pointed out several strengths of the program in terms of their relationships with external communities, however no specific commendations or recommendations were made.

#### **Standard H: Results of previous reviews**

Issues raised in the previous program review have been adequately addressed.

**Institution's Response:** Responses to review committee findings and recommendations.

#### **Faculty response:**

For ease of reading, faculty response to site visit recommendations are embedded with those recommendations above.

#### **Dean Response:**

I would like to extend my gratitude to the review team for their time and expert advice to improve our programs. I also would like to thank the advisory committee, the program faculty, administrative support staff, students and the University administration for their ongoing support.

I concur with and support the commendations and recommendation of the Program Review Team. Additionally, I support, agree and praise the Departmental Response to the Program Review Committee. Please see both reports for full explanations, plans of action and disclosure.

The administration is aware of the need for additional faculty and space and is working in concert with the program to address the issues.

The department chair, faculty and staff of this department are very committed and will follow up with all the recommendations with full support of this administration.

Submitted Respectfully by:

Dr. Yas Simonian

Dean, Dumke College of Health Professions

## **Institutional Program Review Committee Response**

Date: October 22, 2015

Present: Ryan Thomas – Associate Provost, Craig Oberg - Chair of Faculty Senate, Kirk Hagen, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Nicole Beatty, Gary Johnson, Carey Campbell, Gail Niklason – Office of Institutional Effectiveness

Guests: Macey Buker, HAS Program Director; Pat Shaw, HAS Department Chair; Ken Johnson – Associate Dean, Dumke College of Health Professions

The Program Review Committee designated Health Services Administration as “a strong program with a few issues that need to be addressed.” The committee had the following recommendations:

- The program faculty are encouraged to continue investigating the issue of attrition in the later part of the program.
- Continued review of the standards for admission to the program are encouraged.

The committee also cited the following:

- The committee commended the program’s development of an extensive community network and for efforts to reach out to the alumni network.
- The program faculty’s response to the request for student orientation was excellent.

The committee saw no need for additional efforts in terms of this program review process and recommended that the department complete its next program review, as scheduled with the Association of University Programs in Health Administration, in 6 years (the 2020/21 academic year).

## Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Honors Program*

School or Division or Location: *Undergraduate Studies*

Department(s) or Area(s) Location: *Associate Provost, Undergraduate Studies*

Institutional Board of Trustees' Approval Date: *01/DD/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

\_\_\_\_\_  
Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*



**Five Year Program Review**  
**Weber State University**  
**Honors Program**  
**10/24/2014**

**Reviewers:**

- External Reviewer:
  - Dr. Richard Badenhausen, Professor and Honors Director, Westminster College, Salt Lake City, Utah
- Internal Reviewers:
  - Dr. Dan Bedford, Professor, Department of Geography, Weber State University
  - Dr. Brad Carroll, Professor, Department of Physics, Weber State University

**Program Description:**

The Weber State University Honors Program aims to provide students with an enriched program of study through:

- small, challenging, and creative classes, many of which fulfill General Education requirements;
- a stimulating and supportive learning environment, both in classes and in the Honors Center;
- opportunities to examine one's own perspective in the light of differing values or points of view;
- an integrative approach to education, connecting disciplines and ideas;
- the availability of departmental Honors with most departments on campus.

Students who earn Honors will be well prepared for professional life and/or graduate school after Weber.

**Data Form:** Faculty, student, and financial data for the past five years.

Program note: The Honors Program borrows faculty from other departments, therefore there are no full-time tenured or non-tenured faculty. Borrowed faculty are counted as part-time.

R411 Data Table					
Department or Unit—Honors Program					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty – Please note; there are no faculty assigned full-time to the Honors Program. All faculty who teach Honors courses are full-time faculty in other departments.					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	12	7	10	13	9
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	2	5	5	3	5
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	14	12	15	16	14
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)					
Teaching Assistants					
Part-time (May include TAs)					
Total Faculty FTE	n/a	n/a	n/a	n/a	n/a

Number of Honors Graduates					
General Honors - Associate Degrees		6	10	4	5
Dept./University Honors - Bachelor's Degrees		50	88	82	73
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Honors Enrollments	184	334	n/a	n/a	621
Total Department FTE*	16.67	24.33	21.53	23.60	23.07
Total Department SCH*	500	730	646	708	692
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE					
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	151,666	145,737	145,930	164,929	226,869
Cost Per Student FTE	9098.00	5990.00	6778.00	6989.00	9834.00
Funding					
Appropriated Fund	151,666	145,737	145,930	164,929	226,869
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition					
Total	151,666	145,737	145,930	164,929	226,869

### **Program Assessment:**

#### **Standard A: Mission Statement**

##### Commendations

- The program has a comprehensive mission that is supported by the program's goals.

#### **Standard B: Curriculum**

All reviewed areas were deemed 'adequate'.

#### **Standard C: Student Learning Outcomes and Assessment**

##### Commendations

- The program is commended for its assessment efforts. The program has developed assessment spreadsheets for each General Education class that mesh Honors outcomes with discipline-specific, university-wide learning outcomes.

##### Recommendations

- The Honors Program should continue refining its assessment tools and strategies better to suit its needs and those of its faculty and students.

- Because the program has not yet “closed the loop” with its assessment feedback, it might be worth gathering the Honors faculty together once a year to discuss a targeted issue like “how to use student feedback to improve honors classes.”

Faculty response:

- Yes, assessment is an ongoing and continual process of refinement. The program staff anticipate working on assessment as long as the program exists.
- Gathering faculty once a semester or year to talk about assessment is a good idea. The Honors Program is currently in conversation with institutional assessment staff to further develop assessment approaches and to branch into new areas that have not yet been assessed.

### **Standard D: Academic Advising**

Commendations:

- The Honors Program supports its students with comprehensive advising.

Recommendations:

- The Honors Director and staff should monitor the path to completion of students from different cohorts who are Aletheia Club members, and use this data to advocate fine-tuning, if necessary, the Aletheia Club conditions and criteria.
- The Honors Director and staff should identify the impact of Aletheia Club students, and through advising of both students and faculty act to minimize any adverse impacts.

Faculty response:

- This is a good suggestion; the Honors Program staff will more consciously collect data on Aletheia students.

### **Standard E: Faculty**

Commendations:

- The Honors Program recruits excellent faculty to teach its courses.
- The performance of the Honors faculty are carefully assessed; this information is used to maintain the high quality of Honors instruction at all levels.

### **Standard F: Support**

Commendations:

- Dr. Judy Elsley is commended for being extremely effective in her role as Director of the Honors Program.
- Dr. Christy Call, in the new position of Director of Departmental Honors, is commended for her effectiveness in expanding the participation in Departmental Honors at WSU.
- The Honors staff are commended for their performance and devotion to the Honors Program.
- The Honors Director and staff are commended for their efforts in obtaining data that will allow for tracking of the performance of the program and its students, thus enabling better planning and resource management.
- The Honors Student Advisory Board is commended for its hard work and creative efforts.
- Dr. Bruce Bowen, Associate Provost for Enrollment Services, is commended for his office’s efforts on behalf of the Honors Program in terms of outreach and recruitment.
- The Provost, Dr. Michael Vaughan, is commended for his generous support for the Honors Program.

Recommendations:

- The Honors Director should work with the Provost and other to provide the Honors Program with adequate funding through regular increases to its budget, rather than relying on the largesse of university administrators, especially in light of the significant growth of the program in recent years.
- The Honors Director and staff should create a prioritized list for donors, listing a range of dollar amounts and a number of itemized uses for those funds.

Faculty response:

- While the program has been fortunate in the support that has been received from the Provost office, the program should not rely on the goodwill of another office. The Honors Program should negotiate an annual budget with the Provost's office which the Honors director will then manage.
- Creating a prioritized list for donors is a good idea and that list has been started.

### **Standard G: Relationships with External Communities**

All areas reviewed deemed 'adequate'.

### **Standard H: Results of previous reviews**

Not addressed.

### **Institution's Response:**

#### **Faculty response:**

For ease of reading, faculty responses to recommendations follow those recommendations in the previous section.

#### **Dean's Response**

I would like to join Dr. Judy Elsley in thanking Drs. Richard Badenhausen, Dan Bedford and Brad Carroll for their thoughtful and thorough review of the Honors Program.

I would also like to thank Dr. Elsley for her strong and forward looking leadership of the Honors Program.

My response to the recommendations follow the recommendation and are in italics.

### **Theme: Honors Director, Staff, Faculty, and Facilities**

#### **Recommendation:**

The Honors Director and staff should pursue ways of institutionalizing Marilyn's high-impact practices so they may continue to benefit the Honors Program in the years to come.

*We all recognize the importance of Marilyn Diamond's advising in the success of our Honors students.*

*While no one can replace Marilyn, I agree that we need to plan for an extensive search and a period of overlap training when Marilyn chooses to retire.*

#### **Opportunity:**

Working with the Honors Student Advisory Board, the Director and staff should investigate the possibility of extending the Honors Center's hours by, for example, giving Honors students their own code for the Center's door, or by hiring a work/study student to be present during the late afternoon and evening hours. While security will inevitably be a concern when allowing student access to the Honors Center after hours, individual access codes allow comings and goings to be tracked precisely, thus somewhat allaying such concerns.

*I support Judy's response to this suggestion and think that having Chris Fink supervise the center during extended hours would be an excellent approach to assessing the need for additional hours.*

**Theme: Departmental and University Honors****Recommendation:**

The Review Team believes the two options of Departmental and University Honors are complementary, with Departmental Honors serving to lift the students and engage them so they may then enroll in University Honors. The two options of Departmental Honors work in concert, and both should be maintained.

*I agree that the two programs complement each other and I support Judy's decision to maintain the two programs.*

**Recommendation:**

The Honors Program should continue working to expand the participation in Departmental Honors to more departments, and to encourage all departments to include in its Department Honors contract a requirement that students take at least some of their general education courses within the Honors Program. The College of Business and Economics, which currently has no departments offering Departmental Honors, is especially ripe for cultivation, as two recent hires in the College (one faculty, one administrative staff) are alumni of the WSU Honors Program.

*I join with Judy in feeling that Christy Call's current efforts to extend the departmental honors program will prove to be successful in establishing broader participation in the program*

**Theme: Aletheia Club Students****Recommendation:**

The Honors Director and staff should monitor the path to completion of students from different cohorts who are Aletheia Club members, and use this data to advocate fine-tuning, if necessary, to the Aletheia Club conditions and criteria. One possible solution would be to establish separate tiers of GPA requirements: a lower one for first-year students and then rising requirements after that.

*I have spoken with the administrators involved in the Aletheia Club and they are very open to working with the Honors Program to "fine tune" the program with respect to this group of Honors Program participants.*

**Recommendation:**

As part of its usual conversations with Honors faculty and students, the Honors Director and staff should identify the impact of Aletheia Club students, and through advising of both students and faculty act to minimize any adverse impacts.

*I support a more deliberate approach in assessing the impacts of the Aletheia students on the Honors Program*

**Theme: Communication, Internal and External****Recommendation:**

The Review Team believes that more effective use of technology and social media should be made to bring the Honors Program to the attention of its external audience. The Honors Program should establish its own Facebook page, administered jointly by the Office Manager and by one or two students on the Student Advisory Board. The administrators can view the Facebook pages of other departments and student groups for ideas on how best to proceed. Privacy settings can be managed to ensure the quality of the Honors Facebook page.

*I appreciate that the Honors Program has updated its web presence and I support additional efforts to use social media to increase communication.*

**Recommendation:**

The Honors Program should include its Departmental Honors advisors on the list of departmental advisors that is made available to students.

*This recommendation had been implemented.*

Opportunity:

The Honors Program should investigate the possibility of establishing a permanent presence in a high-traffic area. For example, a dedicated TV monitor in the Union building could continuously show videos that advertise the Honors Program's upcoming activities and events.

*I support efforts to find new forums to advertise Honors Program events and activities.*

Opportunity:

The Honors Program should regularly communicate with and cultivate a relationship with the Ogden Standard-Examiner's education editor (currently Becky Wright).

*I support cultivating a relationship with local media reporters.*

Opportunity:

The Honors Student Advisory Council should look into collaborating with other student groups across campus.

*I support efforts to respond to this opportunity.*

Opportunity:

A suggestion was made to start a "The Prof Picks the Flick" activity. A professor picks a movie that is available on DVD, and Honors students are invited to watch the movie and stay afterward for a 30-minute discussion period.

*I support experimenting to find if there is an appetite for such activities.*

**Theme: Resources**

Recommendation:

The Honors Director should work with the Provost and others to provide the Honors Program with adequate funding through regular increases to its budget, rather than relying on the largesse of university administrators, especially in light of the significant growth of the program in recent years (over 200% increase in number of students over a four-year period).

*Mike Vaughan and I will review resource needs with Judy and see what additional resources might be available.*

Recommendation:

Kyle should be included in Honors planning and other activities to become better acquainted with the program. An Honors student could possibly be identified to work in his office and assist in fundraising efforts. This might help the Development staff get a better feel for Honors and have specific individual Honors stories to tell when meeting with donors.

*I now meet with Kyle twice a month to discuss development efforts in academic areas, including the Honors Program. I am delighted to explore other efforts to support development in this area.*

Recommendation:

The Honors Director and staff should create a prioritized list for donors, listing a range of dollar amounts and a number of itemized uses for those funds. One example of a "big-ticket item" might be a several-million-dollar donation to support and pay for a Study Abroad trip every year for select Honors students.

*I support the list that Judy has made in response to this recommendation.*

Opportunity:

All donors to the Honors Program should be invited to the Nye Banquet and be recognized for their generosity at the event.

*We will continue to invite all donors to the Honors banquets.*

Opportunity:

Given the reality of tight resources, the Honors Program is to be commended for its creative approach to staffing, in particular its shared position with the Physics Dept. Although these sorts of arrangements are tricky to establish, the institution should be supportive of Honors if it decides in the future that such hybrid

positions serve the dual interests of Honors and a disciplinary department. At the recent NCHC conference in Denver, there was a well-attended session devoted to this very form of staffing, suggesting that programs across the country are pursuing this strategy.

*I will visit with Michael Vaughan to determine whether there would be resources to provide the finances for such a program.*

### **Theme: Assessment**

#### Recommendation:

The Honors Program should continue refining its assessment tools and strategies better to suit its needs and those of its faculty and students.

I support the Honors Programs ongoing assessment activities.

#### Opportunity:

Because the program has not yet “closed the loop” with its assessment feedback, it might be worth gathering the Honors faculty together once a year to discuss a targeted issue like “How to Use Student Feedback to Improve Honors Classes.” The faculty with which we spoke seemed amenable to the idea of meeting on occasion to discuss Honors-related matters.

*I support this suggestion.*

As a result of this Five Year Program Evaluation, we have developed the following goals:

- To continue working on gathering effective assessment materials and then applying the information we gather to continually improve the Honors Program and the classes that we offer.
- To put in place a process of negotiating an annual budget with the Provost's Office.
- To work towards establishing working and up-to-date contracts for all campus departments that would like to participate in Departmental Honors.
- To collect more data on Aletheia students so we can better serve their needs.
- To continue to work with Kyle Braithwaite to seek out donor opportunities.

*I support the Honors Program's additional goals.*

Dr. Ryan Thomas

Associate Provost and Dean of Undergraduate Studies

### **Institutional Program Review Committee Response**

Date: September 24, 2015

Present: Madonne Miner – Provost, Craig Oberg - Chair of Faculty Senate, Marek Matyjasik – Faculty Senate Vice-Chair, Kirk Hagen, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Nicole Beatty, Gary Johnson, Carey Campbell, Gail Niklason and Heather Chapman– Office of Institutional Effectiveness

The Program Review Committee designated the Honors program as “a strong program with a few issues that need to be addressed.” The committee had the following recommendations:

- Continue working to increase the visibility of departmental honors through an active marketing campaign.
- Consider options for increasing efficiency and improving tracking of students in departmental honors. If an internally-developed digital app is not a feasible option, consider other technologies or processes.



The committee also cited the following:

- The program, and Dr. Judy Elsley specifically, are to be commended for the significant, positive changes that have occurred in the program in recent years.

The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review in five years (during the 2019/20 academic year).

## Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Master of Arts in English*

School or Division or Location: *Telitha E. Lindquist College of Arts & Humanities*

Department(s) or Area(s) Location: *Department of English*

Institutional Board of Trustees' Approval Date: *01/DD/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

\_\_\_\_\_  
Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

**Five Year Program Review**  
**Weber State University**  
**Master of Arts in English**  
**09/15/2014**

**Reviewers:**

- External Reviewer(s):
  - Dr. Nancy Ciccone, Associate Professor and Chair of English, UC Denver, Denver, CO
  - Dr. Richard L. Harp, Professor and Chair of English, University of Nevada at Las Vegas, Las Vegas, NV
- Internal Reviewer(s):
  - Mr. Jim Jacobs, MFA, Professor of Visual Arts, Weber State University
  - Dr. Susan Matt, Professor and Chair of History, Weber State University

**Program Description:**

The Master of Arts in English program (MENG) provides excellent educational experiences for its students through extensive personal contact among faculty, staff and students in an environment that encourages freedom of expression while valuing diversity. We take pride in a student-centered environment for learning and believe close associations between faculty and students contribute to student success.

The MENG program is designed to provide advanced preparation in writing, critical thinking skills, and English language and literature. The purpose of the advanced study of language and literature is to heighten humanistic values and awareness to generate and serve a local community of scholars.

**Data Form:** *Faculty, student, and financial data for the past five years.*

Note on faculty: The Master of Arts in English Program caps classes at 15 to maintain an appropriate faculty/student ratio for graduate studies. Per WSU policy, no faculty belong to the program. The program primarily utilizes tenured and tenure-track PhD's from the English Department. Additionally, PhD's from Education, Foreign Language, and History are used to broaden course offerings. Contract faculty with years of teaching experience in specialized language instruction are also utilized.

R411 Data Table					
Department or Unit—Master of Arts in English					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount	28	26	30	31	27
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	24	24	27	25	25
Full-time Non-Tenured	0	0	0	1	1
Part-time	1	0	1	3	0
With Master's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	2	0	1	0	0
Part-time	1	2	1	2	1
With Bachelor's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	0	0	0	0	0
Other					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	0	0	0	0	0
Total Headcount Faculty	28	26	30	31	27
Full-time Tenured	24	24	27	26	25
Full-time Non-Tenured	2	0	1	1	1
Part-time	2	2	2	5	1
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	2.18	1.97	1.62	1.62	1.09
Teaching Assistants					
Part-time (May include TAs)	2.72	3.88	2.25	1.01	1.37
Total Faculty FTE	4.90	5.85	3.87	2.63	2.46
Number of Graduates					
Certificates	n/a	n/a	n/a	n/a	n/a
Associate Degrees	n/a	n/a	n/a	n/a	n/a
Bachelor's Degrees	n/a	n/a	n/a	n/a	n/a
Master's Degrees	12	21	21	17	31

Doctoral Degrees	n/a	n/a	n/a	n/a	n/a
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	49	57	45	58	56
Total Department FTE*	47.65	53.30	49.10	52.45	47.40
Total Department SCH*	953	1,066	982	1,049	948
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	9.72	9.11	12.69	19.94	19.27
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	321,169	323,255	298,035	246,822	270,886
Cost Per Student FTE	6,740	6,065	6,070	4,706	5,715
Funding					
Appropriated Fund	215,176	216,560	198,565	164,460	181,494
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	105,993	106,695	99,470	82,362	89,392
Total	321,169	323,255	298,035	246,822	270,886

**Program Assessment:** Strengths, weaknesses, and recommendations from the reviewers.

#### **Standard A: Mission Statement**

Recommendations:

- Overall the mission statement is good; however, we recommend reversing the first and second paragraphs to reflect the objectives of the program first and the environment in which those objectives are achieved second.

Faculty response:

- The MENG steering committee will review these and consider the suggestion.

#### **Standard B: Curriculum**

Recommendations:

- The Program Review Committee recommends that MENG reinstate GRE requirement for admission. It is believed by the committee that the lack of the GRE requirement creates an image problem, as does the near 100% acceptance rate.
- It is recommended that the MENG program try to reduce the number of dual-designation courses and increase the number of graduate seminar courses. If that is not possible, the program should insure that all dual-designated courses offer the same rigor as the other graduate courses.
- Teaching load is a concern.
- The committee recommends that TAs be paid more than adjuncts to recognize their vital role.

Faculty response:

- The Program Director feels the admission process has considerable checks and balances to ensure that students admitted are qualified to do M.A.-level work. These include a required

minimum GPA of 3.0 (consistent with all M.A. Programs at WSU), an interview with the program director, a writing sample, three recommendations, a statement of purpose, and a CV. The GRE tells us little about our students' potential for success in the program. And consistent with our student population and university mission of "Access", we feel reinstituting the GRE discourages students from applying.

- This concern began to be addressed in MENG Steering on September 29th. The Program Director will consult further with Steering and the Program Assistant about the pros and cons of reducing the number of classes receiving dual designation status. In any case, the Program Director will begin, in consultation with the Steering Committee, drafting guidelines for all dual designation classes in terms of expected workload, contact outside of class with students, and meeting MENG learning outcomes. These will be communicated to the faculty, and a review process for syllabi for all dual-designation classes will be introduced.
- Discussions about teaching load will be held with the dean.
- The MENG steering committee will discuss the option of paying TAs with the dean and program assistant. It may be necessary to benchmark other MA program stipends to set a sense of whether the WSU program is below regional averages.

Concerns:

- Concerns that coverage of theory was not adequate in all courses were expressed by some faculty.
- Additional travel monies in support of faculty development would be well spent.

Faculty response:

- Assessment done in spring of 2014 showed a need for improvement in coverage of theory. As a result, all faculty teaching in the program were made aware of this need.
- MENG could consider if funds are available to support faculty travel. It is important that a clear link between funds spent and benefit to the program be articulated.

### **Standard C: Student Learning Outcomes and Assessment**

Recommendations:

- The committee recommends an awareness of student goals (pre-PhD or terminal MA) that allow tailored programs for each constituency.
- It is recommended that the program develop consistent criteria/requirements for the graduate level sections of dual-designation courses in order to achieve the graduate LOs and to obviate disadvantaging students in these courses as they matriculate in the graduate only courses.

Concerns:

- Course syllabi should be linked to the curriculum grid to show the depth to which each class addresses the learning outcomes.

Faculty response:

- The program director will seek guidance from the steering committee and the dean on this concern.

### **Standard D: Academic Advising**

Commendations:

- The program director's interviews with each applicant strengthen the community of graduate students and results in their successful matriculation.

Recommendations:

- MENG's approach to advising is thorough and effective. This effectiveness of advising is dependent upon the skills and knowledge of the program assistant. To maintain this quality it is recommended that the assistant be compensated commensurate to her performance.

Faculty response:

- The program director has worked on this issue in the past and will continue to work on it.

### **Standard E: Faculty**

Concerns:

- The 4-4 load is substantial, especially considering that one of the courses is at the graduate level. To this point, MENG has conducted an excellent program, but we do fear they are at the tipping point for “burn out.”

Faculty response:

- The program director will discuss options with the dean, if any, for alleviating this concern.

### **Standard F: Support**

Commendations:

- The assistant to the program director is outstanding. The assistant does far more – including advising, compiling and writing up data for assessment, routine office work, etc. – than the program review committee has experienced.

Recommendations:

- It is recommended that the program assistant position be upgraded to reflect the work that is done and to insure that the salary is commensurate with the work done.
- Library holdings need to be increased to match the needs of a graduate program.

Faculty response:

- The Program Director has worked on the issue of administrative job grade prior to the site visit by the team, and continues to work on it.
- While the program faculty understand the concern with library holdings, they have no control over how the university allocates funds to the library.

### **Standard G: Relationships with External Communities**

All areas reviewed and deemed ‘adequate’.

### **Standard H: Results of previous reviews**

This was the program’s first program review, so no previous findings are available.

**Institution’s Response:** Responses to review committee findings and recommendations.

### **Faculty response**

For ease of reading, faculty responses to recommendations are embedded with those recommendations above.

### **Dean’s response**

Thank you for sharing with me the MENG Program’s reply to the Board of Regents Evaluation Team Report from September 2014. My sense is that: you and Genevieve Bates did a marvelous job orchestrating the Evaluation Team’s visit; the Team wrote a very positive report on the program; and that your response to their report addresses all major concerns. In general, my response to your response is one of overall agreement. I will address specifics, below.

### **Section I: Concerns that the program can address on its own.**

*P 10, B.a. Curriculum: GRE. The Team recommends that the MENG Program reinstate the GRE.*

I agree with the Program's reply to the Review Committee's recommendation. MA programs across the country are struggling with the GRE question. In my experience, many programs doubt the validity of the GRE as a predictive test of success in graduate school; these programs recognize that often this requirement is put in place simply AS a requirement, a hoop, an indicator that the program has standards. From my perspective, those possible "benefits" of requiring the GRE do not outweigh the deficits: cost of the exam; the likelihood that some students will never apply because of the requirement; and the signal to applicants that we rely on standardized scores rather than on a broader representation of their talents. As the Program reply notes, one of WSU's missions is "access." Requiring the GRE is not in keeping with the spirit of that mission.

*P 11, B.6. The Team expresses some concerns about dual-designated classes.*

Like the Review Team, I too have worried about whether all dual-designated classes meet a level of rigor that we would like to see in MA coursework. I am pleased with the Program's reply to the Team that the MENG Director is going to draft guidelines about expected workloads, contact in addition to class time, and meeting MENG learning outcomes. These measures should address the Team's concern.

*P 12, B.3. Allocation of Resources: Faculty Travel Support.*

Currently, many faculty do not use travel funds available from the Dean's office, perhaps because those funds come with an expectation of refereed publication or presentation. I don't think such an expectation is unreasonable, and would not encourage MENG to fund faculty travel without some stipulation that the travel result in benefits for the program. I also don't think MENG needs to get into the travel funding business; given that some faculty are not using Dean's Office funds, we may be able to increase the amount available to those faculty who DO use the funds.

*P 13 (1st), C.c. The Team would like course syllabi to be linked to the curriculum grid.*

I agree with the Program response: while this suggestion sounds good, I would guess that implementing it would take more time and effort than the implementation is worth.

### **Section II: Concerns the program might address with help of the Dean's Office**

*P 12, B.c. The heavy teaching load is a concern.*

I wish I had a solution to this concern, but I don't. According to Utah's Board of Regents, the teaching load for faculty at Weber State University is 12 sch's per semester. We might increase the credit hours associated with graduate-level classes, but doing so would mean students would have to register for those additional hours, driving up their costs.

Perhaps one possibility would be for MENG to set up a schedule according to which it would occasionally "buy out" one course for faculty members who repeatedly teach in the MENG program. The MENG Program Director and I will discuss this possibility.

*P 12, B.c. Allocation of resources: TA salaries.*

I too encourage the Program to do some research into TA salaries in this region.

If TA salaries were to be exceed salaries of adjuncts, I imagine we would run into some fairly significant adjunct morale problems. Rightly, adjuncts can claim they have more experience than TAs.

*P 14 (2nd), D.a. Advising*



We are working on appropriate compensation for the MENG Program Assistant, but are constrained by grade levels set by Human Resources. The Program Director is thinking creatively about ways to restructure the position so as to allow for increases in salary.

*P 15 (2nd), E.F. Workload.*

Please see response above, immediately under the Section II heading.

### **Section III: Upper Administration concerns**

*P 12, B.c. Resources: Library collection*

If WSU were offering a research Ph.D. degree, I would be concerned about library resources. That's not the degree we are offering; I believe that the library, supported by electronic databases and Interlibrary Loan, is sufficient for our students' needs.

Thanks again, Hal, for all that you and Genevieve have done to make this Program Review such a positive experience for all concerned.

Sincerely,  
Madonne Miner, Dean

### **Institutional Program Review Committee Response**

Date: December 04, 2015

Present: Madonne Miner – Provost, Valerie Herzog – Graduate Council Chair, Linda Gowans, Fon Brown, Sara Steimel, Matt Mouritsen, Bob Walker, Melissa Neville, Carla Wiggins, Gail Niklason – Office of Institutional Effectiveness

Guests: Hal Crimmel – former MENG Program Director, Mali Subbiah – MENG Program Director, Genevieve Bates – MENG Administrative Assistant, Catherine Zublin – interim Dean of the Lindquist College of Arts & Humanities

The Program Review Committee designated the Master of Arts in English as “an exceptional program with no problems that need to be addressed.”

The committee was happy with the program's response to the issue of dual-designated courses within the department, but encourages the program to provide a follow-up on the actions taken in the next annual assessment report due for the program in November of 2016.

The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review in seven years (the 2021/22 academic year), in line with the Board of Regents' transition to a seven-year program review cycle.

## Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Mechanical Engineering Technology*

School or Division or Location: *College of Engineering, Applied Science, and Technology*

Department(s) or Area(s) Location: *Engineering Technology*

Institutional Board of Trustees' Approval Date: *01/##/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

\_\_\_\_\_  
Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

**Five Year Program Review  
Weber State University  
Mechanical Engineering Technology  
04/22/2015**

**Reviewers:**

- External Reviewers:
  - Joel Clarkson, Assistant Professor, Engineering, Drafting & Design, Salt Lake Community College
  - Dan Taylor, Mechanical Engineer at Futura Industries
- Internal Reviewers:
  - Dr. Kirk Hagen, Professor and Chair of Electrical Engineering, Weber State University
  - JaNae Kinikin, Associate Professor and Science Librarian, Stewart Library, Weber State University

**Program Description:**

Mechanical Engineering Technology is a program offered under the Department of Engineering Technology. Mechanical engineering technology is the practical application of mechanical engineering. Mechanical engineering technologists play an integral role in product design and manufacturing process cycles which include planning, design, analysis, testing and documentation. They utilize skills in materials science, engineering mechanics, thermal science, design, instrumentation and technical writing.

The curriculum includes problem-solving courses such as statics, strength of materials, dynamics, machine design, thermodynamics, fluid mechanics and heat transfer that are based on engineering science and mathematics. Integrated into many of the courses are laboratory and project oriented experiences that teach the practical, hands-on aspects of mechanical engineering technology. A balanced blend of engineering science and practical applications provides the mechanical engineering technologist the knowledge and skills needed to be successful in today's technical workplace. Mechanical engineering technology has lead to numerous opportunities for exciting, creative and rewarding careers in a wide range of industries including aerospace, automotive, electronics, manufacturing, medical equipment, mining and power generation.

**Data Form:** Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit— Dept. of Engineering Technology					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	5	5	2	1	1
Full-time Non-Tenured	2	3	0	1	3
Part-time					
With Master's Degrees					
Full-time Tenured	8	5	6	5	7
Full-time Non-Tenured	8	3	5	5	4
Part-time					
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured	2	1	0	0	0
Part-time	4	5	6	6	9
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	29	22	19	18	24
Full-time Tenured	13	10	8	6	8
Full-time Non-Tenured	12	7	5	6	7
Part-time	4	5	6	6	9
FTE counts include all Engineering Tech Faculty					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	20.35	17.90	16.79	15.80	13.56
Teaching Assistants					
Part-time (May include TAs)	3.69	5.71	6.43	5.46	7.32
Total Faculty FTE	24.04	23.61	23.22	21.26	20.88

Number of Graduates – Dept. (Prog.)					
Certificates					
Associate Degrees	30 (4)	32 (4)	33 (8)	17 (3)	19 (5)
Bachelor's Degrees	69 (8)	60 (15)	83 (19)	68 (19)	68 (27)
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	659 (178)	649 (192)	696 (238)	716 (273)	703 (245)
Total Department FTE*	374 (54)	366 (62)	403 (67)	380 (66)	442 (85)
Total Department SCH*	11,230 (1,585)	10,970 (1,869)	12,102 (2,015)	11,403 (1,992)	13,247 (2,535)
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE (All Eng. Tech. Programs)	15.56	15.50	17.36	17.87	21.17
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	2,112,868	2,198,779	1,691,405	1,615,859	1,798,812
Cost Per Student FTE	\$5,649	\$6,008	\$4,197	\$4,252	\$4,070
Funding – All Engineering Technology Programs					
Appropriated Fund	2,095,058	2,167,824	1,680,378	1,596,887	1,760,824
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	17,810	30,955	11,027	18,972	37,988
Total	\$2,112,868	\$2,198,779	\$1,691,405	\$1,615,859	\$1,798,812

**Program Assessment:** Strengths, weaknesses, and recommendations from the reviewers.

#### **Standard A: Mission Statement**

All areas reviewed deemed 'adequate'.

#### **Standard B: Curriculum**

Recommendation:

- The program needs more elective offerings in project management and lean manufacturing.

Faculty response:

- Those courses are offered through the Manufacturing Engineering Technology program and the courses are available to MET students as qualified lower and upper division technical electives.

#### **Standard C: Student Learning Outcomes and Assessment**

All areas reviewed deemed 'adequate'.

**Standard D: Academic Advising**

All areas reviewed deemed 'adequate'.

**Standard E: Faculty**

Recommendations:

- Hire at least one more full-time faculty; this would help to reduce the instruction load for the current faculty and provide time for their participation in professional development, service, and scholarship which are crucial for obtaining tenure and promotion.

Faculty response:

- The MET faculty concur that the current and projected workload exceeds the present staffing level. A requisition for a new faculty member was opened in spring 2015.

**Standard F: Support**

All areas reviewed deemed 'adequate'.

**Standard G: Relationships with External Communities**

Recommendations:

- Reach out to more companies to donate money or resources for Senior Projects.

Faculty response:

- To date, faculty and students have been very proactive and successful in applying for and receiving grants. Additionally, the department continues to work with industry contacts to help underwrite the costs associated with capstone project work. Additional financial assistance from the college and university would be extremely helpful.

**Standard H: Results of previous reviews**

Not evaluated.

**Institution's Response:****Faculty response:**

Faculty responses are embedded with site visit team recommendations, above.

**Dean's response:**

Thank you all for your many contributions to WSU's MET review process. All MET faculty members as well as others in the Engineering Technology (ET) department, especially the chair, Rick Orr, as well as COAST/EAST's former dean, Warren Hill, participated in various stages of this review, and I am grateful to you for your thoughtfulness and thoroughness in addressing concerns of importance to the program, department, college, and university.

Like the writers of the review report, I would characterize the program as very effective in meeting the missions of the parent units. Faculty members have been sensitive to changes in their discipline areas and have revised curriculum to keep up with those changes. They have been supportive of co-curricular activities, internships, community-engaged learning, new tools, and collaborative multidisciplinary projects. The faculty have kept up-to-date vis-à-vis industry.

I agree that the faculty workload is too high and have allocated a faculty line to MET for remedying this situation. The chair and I have thought through a hire that will help all faculty in ET for labs as well. Opportunities for lean manufacturing and project management and its importance should be communicated better with students. Senior project funding has been improved and will continue in this direction given recent resources allocated towards grants (the former dean is on retainer) and development (there now exists an assistant development director for EAST). In addition, I believe that more projects directly relating to industry need will benefit from industry support.

WSU's MET program is healthy. It has taken many positive steps to remain so. Its next steps will carry it yet farther along a road to success for students, faculty, and staff.

David L. Ferro, Dean  
College of Engineering, Applied Science & Technology

### **Institutional Program Review Committee Response**

Date: October 29, 2015

Present: Madonne Miner – Provost, Craig Oberg - Chair of Faculty Senate, Marek Mayjasik – Vice Chair of Faculty Senate, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Nicole Beatty, Gary Johnson, Carey Campbell, Gail Niklason – Office of Institutional Effectiveness

Recused: Kirk Hagen

Guests: Dustin Birch, Program Director; Rick Orr, Department Chair; David Ferro, Dean

The Program Review Committee designated the Mechanical Engineering Technology Program as “a strong program with a few issues that need to be addressed.” The committee had the following recommendations:

- During the upcoming strategic planning process, consider the potential for consolidating the four, separate programs into a single Engineering Technology degree with four emphasis areas. This recommendation is made from a desire to encourage more efficient use of resources (including faculty), to better deal with fluctuating enrollments at the individual program levels, and the potential to develop a curriculum that allows for some flexibility while still meeting the needs of students and the local industries that hire students.
- Further leverage the strategic planning session to address issues regarding regularly scheduled sabbaticals, faculty research, and the general direction of the program.
- Consider developing a department-level workload policy that addresses issues of overload and sabbatical. If plausible include plans for creating a viable adjunct pool from which to draw for teaching support.
- Give consideration to the potential for incorporating various modes of instruction including online, hybrid, and evening offerings at Davis Campus.
- The program faculty are encouraged to continue supporting efforts to recruit female students to the program as well as female faculty (both adjunct and tenure-line).

The committee cited several commendations for the programs:

- Work with industry partners is excellent. The work towards establishing yearly, on-site visits with advisory committees is commended.
- The hands-on nature of the programs as well as project-based capstone experiences engage students well.
- The faculty are dedicated and hard-working; they are especially commended for 'making do' during building construction and transition.

The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review, as scheduled through ABET, in six years (the 2020/21 academic year).



## Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Manufacturing Engineering Technology*

School or Division or Location: *College of Engineering, Applied Science, and Technology*

Department(s) or Area(s) Location: *Engineering Technology*

Institutional Board of Trustees' Approval Date: *01/##/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

\_\_\_\_\_  
Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

**Five Year Program Review**  
**Weber State University**  
**Manufacturing Engineering Technology**  
**04/22/2015**

**Reviewers:**

- External Reviewers:
  - Dr. Michael Miles, Professor, School of Technology, Brigham Young University
  - Joel Clarkson, Assistant Professor, Engineering, Drafting & Design, Salt Lake Community College
  - Ryan Best, Lifetime Products, Inc.
- Internal Reviewers:
  - Joseph Wolfe, Jr., Associate Professor and Chair, Parsons Construction Management Technology, Weber State University

**Program Description:**

The Manufacturing Engineering Technology (MFET) program was implemented in the 1962-63 academic year as a direct response to requests from local industries and has been ABET accredited since 1972. An Associate of Applied Science degree was added to the four year degree in 1998.

Since 2010, several significant changes have occurred that enhance our capability to serve students. In 2011, an emphasis in Plastics and Composites was added to the MFET degree and the traditional MFET degree was given the emphasis name of Production Operations & Controls. With the Welding emphasis added in 2004, students now have 3 different options or emphases in their pursuit of a Manufacturing Engineering Technology degree. Shortly after the Electronics Engineering Technology program was moved into the department, the department name was also changed from Manufacturing & Mechanical Engineering Technology to the more appropriate and inclusive name of Engineering Technology.

The MFET program has continued to strengthen the use of the Senior Capstone Project as an assessment tool. During the last academic year, the program was also enhanced with the acquisition of four new CNC Haas Lathes one CNC Haas Mill, a Mach II Flowwater-jet cutter, a Haas GR510 CNC Router for the plastic/composite laboratory, and an upgrade to our Stratasys Dimension 3D printer.

**Data Form:** Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit— Dept. of Engineering Technology					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	5	5	2	1	1
Full-time Non-Tenured	2	3	0	1	3
Part-time					
With Master's Degrees					
Full-time Tenured	8	5	6	5	7
Full-time Non-Tenured	8	3	5	5	4
Part-time					
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured	2	1	0	0	0
Part-time	4	5	6	6	9
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	29	22	19	18	24
Full-time Tenured	13	10	8	6	8
Full-time Non-Tenured	12	7	5	6	7
Part-time	4	5	6	6	9
FTE counts include all Engineering Tech Faculty					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	20.35	17.90	16.79	15.80	13.56
Teaching Assistants					
Part-time (May include TAs)	3.69	5.71	6.43	5.46	7.32
Total Faculty FTE	24.04	23.61	23.22	21.26	20.88

Number of Graduates – Dept. (Prgm)					
Certificates					
Associate Degrees	30 (6)	32 (4)	33 (6)	17 (5)	19 (4)
Bachelor's Degrees	69 (27)	60 (10)	83 (25)	68 (15)	68 (22)
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	659 (144)	649 (134)	696 (148)	716 (163)	703 (192)
Total Department FTE*	374 (92)	366 (92)	403 (94)	380 (96)	442 (115)
Total Department SCH*	11,230 (2,745)	10,970 (2,755)	12,102 (2,822)	11,403 (2,875)	13,247 (3,456)
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE (All Programs)	15.56	15.50	17.36	17.87	21.17
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	2,112,868	2,198,779	1,691,405	1,615,859	1,798,812
Cost Per Student FTE	\$5,649	\$6,008	\$4,197	\$4,252	\$4,070
Funding – All Engineering Technology Programs					
Appropriated Fund	2,095,058	2,167,824	1,680,378	1,596,887	1,760,824
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	17,810	30,955	11,027	18,972	37,988
Total	\$2,112,868	\$2,198,779	\$1,691,405	\$1,615,859	\$1,798,812

**Program Assessment:** Strengths, weaknesses, and recommendations from the reviewers.

#### Standard A: Mission Statement

All areas reviewed deemed 'adequate'.

#### Standard B: Curriculum

Recommendation:

- Require oral presentation in the majority of upper level courses.
- Look at changing the MFET 3350 Manufacturing Supervision course to focus on project management and ROI analysis.
- Look for opportunities to teach students how manufacturing can be a driver of profitability and competitiveness.

Faculty response:

- There are a number of different courses for which students are expected to make professional presentations to their peers, faculty, and to sponsors. This recommendation is under advisement, however, by the department and program faculty.
- The current curriculum is lacking in project management/ROI coverage. The faculty will continue to discuss this challenge in department meetings and advisory board meetings. Consideration will be made about how to more thoroughly teach some topics that are currently given only cursory coverage.

### **Standard C: Student Learning Outcomes and Assessment**

Commendations:

- Assessment methods used are varied and good. The assessment plan is strong and should be a significant benefit over time in strengthening the program on a continuous basis.

Faculty response:

- Agree; the assessment plan has evolved over the last few years as the department chair, Rick Orr, has put in significant effort in developing and implementing the plan.

### **Standard D: Academic Advising**

All areas reviewed deemed 'adequate'.

### **Standard E: Faculty**

Commendations:

- Faculty are well-qualified academically and have significant industrial experience within the manufacturing industry.

Faculty response:

- Agree; the faculty feel that their industrial experience allows them to provide students with real-life examples in the context of the material taught in the courses.

### **Standard F: Support**

Commendations:

- The laboratory facilities are a strength of the program. They are clean, well-lit, and well-maintained. The machining and welding facilities provide a wide variety of different machines that allow students to receive hands-on experience in performing processes and experimenting with them.
- The composites and automation laboratories are also well-equipped.

Faculty response:

- Agree; laboratory facilities are a strength of the program and the support of the maintenance technicians has contributed significantly to this.

### **Standard G: Relationships with External Communities**

Commendations:

- The strong industrial experience of faculty members is a plus for fostering ties with local industry.
- This is currently being done; the last meeting was held on March 6, 2015.

### **Standard H: Results of previous reviews**

Not evaluated.

### **Institution's Response:**

#### **Faculty response:**

Faculty responses are embedded with site visit team recommendations, above.

#### **Dean's response:**

Thank you all for your many contributions to WSU's MFET Review process. All MFET faculty members as and others in the Engineering Technology (ET) department, especially the chair, Rick Orr, as well as COAST/EAST's former dean, Warren Hill, participated in various stages of this review, and I am grateful to you for your thoughtfulness and thoroughness in addressing concerns of importance to the program, department, college, and university.

Like the writers of the Review Report, I would characterize the program as very effective in meeting the missions of the parent units. Faculty members have been sensitive to changes in their discipline areas and have revised curriculum to keep up with those changes. They have been supportive of co-curricular activities, internships, community-engaged learning, new tools, and collaborative multidisciplinary projects. The faculty have kept up-to-date vis-à-vis industry.

I am proud of the assessment plan of the program. I also agree that opportunities for presentation (even more than currently created) and project management are important. I also believe that the Faculty workload is too high and will work with the chair to address this going forward. I also believe that student projects – on average - should be more closely connected to industry needs.

WSU's MFET program is healthy. It has taken many positive steps to remain so. Its next steps will carry it yet farther along a road to success for students, faculty, and staff.

David L. Ferro, Dean  
College of Engineering, Applied Science & Technology

### **Institutional Program Review Committee Response**

Date: October 22, 2015

Present: Ryan Thomas – Associate Provost, Craig Oberg - Chair of Faculty Senate, Kirk Hagen, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Nicole Beatty, Gary Johnson, Carey Campbell, Gail Niklason – Office of Institutional Effectiveness

Guests: George Comber, Program Director; Rick Orr, Department Chair; David Ferro, Dean

The Program Review Committee designated the Manufacturing Engineering Technology Program as “a strong program with a few issues that need to be addressed.” The committee had the following recommendations:

- During the upcoming strategic planning process, consider the potential for consolidating the four, separate programs into a single Engineering Technology degree with four emphasis areas. This recommendation is made from a desire to encourage more

efficient use of resources (including faculty), to better deal with fluctuating enrollments at the individual program levels, and the potential to develop a curriculum that allows for some flexibility while still meeting the needs of students and the local industries that hire students.

- Further leverage the strategic planning session to address issues regarding regularly scheduled sabbaticals, faculty research, and the general direction of the program.
- Consider developing a department-level workload policy that addresses issues of overload and sabbatical. If plausible include plans for creating a viable adjunct pool from which to draw for teaching support.
- Give consideration to the potential for incorporating various modes of instruction including online, hybrid, and evening offerings at Davis Campus.
- The program faculty are encouraged to continue supporting efforts to recruit female students to the program as well as female faculty (both adjunct and tenure-line).

The committee cited several commendations for the programs:

- Work with industry partners is excellent. The work towards establishing yearly, on-site visits with advisory committees is commended.
- The hands-on nature of the programs as well as project-based capstone experiences engage students well.
- The faculty are dedicated and hard-working; they are especially commended for 'making do' during building construction and transition.

The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review, as scheduled through ABET, in six years (the 2020/21 academic year).

## Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Master of Professional Communication*

School or Division or Location: *Telitha E. Lindquist College of Arts and Humanities*

Department(s) or Area(s) Location: *Department of Communication*

Institutional Board of Trustees' Approval Date: *01/DD/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five- Three-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

\_\_\_\_\_  
Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*



**Three Year Program Review**  
**Weber State University**  
**Master of Professional Communication**  
**03/02/2015**

**Reviewers:**

- External Reviewers:
  - Dr. Kenneth L. Smith, Professor and Department Head - Communication & Journalism, University of Wyoming, Laramie, WY
  - Dr. Daniel J. Lair, Assistant Professor - Communication and Visual Arts, University of Michigan – Flint, Flint, MI
- Internal Reviewers:
  - Dr. Becky Jo Gesteland, Professor – Department of English, Weber State University
  - Dr. Matthew Mouritsen, Professor and Director of the MBA program, Weber State University

**Program Description:**

The Master of Professional Communication (MPC) program emphasizes the knowledge and advanced communication skills working professionals need to succeed in today's rapidly evolving and technologically complex world. Students hone their skills in writing, speaking, new media and research methods. They take cognate courses in team building and facilitation, organizational leadership, and strategic communication. The program is designed to prepare effective leaders, team members, and employees in corporate, government and nonprofit organizations.

Graduates work in fields such as public relations, education, health care promotion and organizational training and development. Many students use the MPC degree to advance to strategic communication leadership roles within their chosen career field. Others use the degree to make a career change to a field that is more closely aligned with their interests, knowledge and skills in communication. A few students seek opportunities to work in higher education and may enter a doctoral program in communication.

**Data Form:** Faculty, student, and financial data for the past five years.

Note on faculty: Per WSU policy, no faculty belong to the MPC program. The program primarily utilizes tenured and tenure-track PhD's from the Communication Department.

R411 Data Table					
Department or Unit—Master of Prof. Communication					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other					

terminal degrees, as specified by the institution)					
Full-time Tenured	n/a	n/a	5	6	6
Full-time Non-Tenured	n/a	n/a	2	3	4
Part-time	n/a	n/a	1	1	2
With Master's Degrees					
Full-time Tenured	n/a	n/a	0	0	0
Full-time Non-Tenured	n/a	n/a	0	0	1
Part-time	n/a	n/a	0	0	2
With Bachelor's Degrees					
Full-time Tenured	n/a	n/a	0	0	0
Full-time Non-Tenured	n/a	n/a	0	0	0
Part-time	n/a	n/a	0	0	0
Other					
Full-time Tenured	n/a	n/a			0
Full-time Non-Tenured	n/a	n/a			0
Part-time	n/a	n/a			0
Total Headcount Faculty	n/a	n/a	8	10	15
Full-time Tenured	n/a	n/a	5	6	6
Full-time Non-Tenured	n/a	n/a	2	3	5
Part-time	n/a	n/a	1	1	4
FTE (A-1/S-11/Cost Study Definition)	n/a	n/a			
Full-time (Salaried)	n/a	n/a	2	2	1.11
Teaching Assistants	n/a	n/a			
Part-time (May include TAs)	n/a	n/a	1.87	1.87	2.20
Total Faculty FTE	n/a	n/a	3.87	3.87	3.31
Number of Graduates					
Certificates	n/a	n/a	-	-	-
Associate Degrees	n/a	n/a	-	-	-
Bachelor's Degrees	n/a	n/a	-	-	-
Master's Degrees	n/a	n/a	-	18	24
Doctoral Degrees	n/a	n/a	-	-	-
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	n/a	n/a	22	45	50
Total Department FTE*	n/a	n/a	22.25	35.05	41.05
Total Department SCH*	n/a	n/a	445	701	521
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	n/a	n/a	5.75	9.06	12.40

Cost (Cost Study Definitions)					
Direct Instructional Expenditures	0	12,198	22,855	187,611	175,866
Cost Per Student FTE		--	1,027	5,353	4,284
Funding					
Appropriated Fund	0	8,173	15,313	125,699	117,830
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	0	4,025	7,542	61,912	58,036
<b>Total</b>	<b>0</b>	<b>12,198</b>	<b>22,855</b>	<b>187,611</b>	<b>175,866</b>

**Program Assessment:** Strengths, weaknesses, and recommendations from the reviewers.

#### **Standard A: Mission Statement**

All areas reviewed deemed 'a strength'.

#### **Standard B: Curriculum**

All areas reviewed deemed 'a strength'.

#### **Standard C: Student Learning Outcomes and Assessment**

Commendations:

- The review team was especially impressed with the manner in which assessment has been used to implement logical improvements to the program.

Recommendations:

- Give priority to professionally-oriented assessment measures.

Faculty response:

- The faculty will take more care to give equal weight to both kinds of student success (professionally-oriented and academically-oriented) in future reports.

Concerns:

- The program needs to move forward in developing measures to assess the newly implemented 3-course option in lieu of a thesis.

Faculty response:

- The faculty plan to assess a signature assignment in a core required course taken in the last or second-to-last semester before graduation. An assessment instrument will be developed that assesses writing, critical thinking, research methods, and demonstrated knowledge in the subject matter. Both the assessment and program curriculum will be continuously refined based upon data gathered.

#### **Standard D: Academic Advising**

Commendations:

- The program director is going beyond expectations in career advising.

Concerns:

- Career planning appears to be weak (more of an institutional issue than a program issue.)

#### **Standard E: Faculty**

All areas reviewed deemed 'a strength'.

#### **Standard F: Support**

Concerns:

- Additional support staff is needed. This would help with the program's desire to increase its applicant pool. Additional support staff could help specifically with recruiting.

Faculty response:

- The program director plans to meet with employers in the area to build awareness of the program among organizations with a tuition reimbursement program. The program faculty will look for conferences to attend or sponsor that would be relevant to communication professionals along the Wasatch Front. Finally, the program will continue to monitor promotional strategies used.

#### **Standard G: Relationships with External Communities**

All areas reviewed deemed 'a strength'.

Because the external advisory committee is new, information on its activities was not available at the time of the site visit. It is anticipated that at the next review this group's contributions will be presented.

Faculty response:

- The program will regularly seek input from the newly created advisory committee and will report on that committee's recommendations in the next program review.

#### **Standard H: Results of previous reviews**

This is the first program review for the Master of Professional Communication.

Other considerations:

- The review team suggests that additional resources be allocated for student travel.
- The review team suggests that additional resources be allocated for professional conference that would assist faculty in staying current in their fields.
- The review team feels other new Masters programs, particularly one planned in Leadership, could threaten the MPC program by creating overlap, draining enrollments, and decreasing the program applicant pool.

Faculty response:

- The program has budgeted for both student travel (two students) and faculty travel; however, as the program grows and adds a second tenure track line, this funding may become more scarce.
- The program director is working with members of the graduate council and those who are exploring the proposed Master of Leadership program to ensure that there is not too much overlap in curriculum and to encourage interdisciplinary collaboration.

**Institution's Response:** Responses to review committee findings and recommendations.

**Faculty response:**

For ease of reading, faculty responses to recommendations and concerns are embedded with those recommendations and concerns above.

**Dean's response:**

Thank you for your many contributions to WSU's Master of Professional Communication Review process. All MPC faculty members participated in various stages of this review, and I am grateful to you for your thoughtfulness and thoroughness in addressing concerns of importance to the program and to the College. I want to convey special thanks to Kathryn Edwards for serving as internal team leader, and to the four individuals (Becky Jo Gesteland, Daniel Lair, Matthew Mouritsen and Kenneth Smith) who served as reviewers.

In their report, program reviewers note that WSU's MPC program "has already evolved in a highly successful manner through an insightful process of assessment and change." Reviewers also comment: "The internal core of the program appears to be on an incredibly strong foundation." I agree wholeheartedly with these positive findings.

With respect to challenges identified by reviewers (pressures to conform with more traditional programs; more support needed to recruit students; more career placement and advising needed for students; possible competition for students from a proposed online Masters of Leadership degree program), I believe the MPC has responded adequately and appropriately.

I don't see the "pressure for conformity" as a major challenge; my sense is that WSU traditionally has offered "applied programs," and that as long as the MPC garners respect across campus, there will not be a push to make it "more academic" than it already is.

Recruiting professionals into a graduate program requires a different approach than recruiting high school juniors and seniors to their first year of college. I hope, however, that when the college hires a second college-wide advisor this summer, MPC may be able to make some use of this person in recruiting. The second advisor's job description will specifically include recruiting.

I too worry that MPC and MENG students do not receive adequate career placement help from the university's Career Services Office. Students have had to rely, instead, on the MPC Director and on personal networks. As Dean, I intend to approach Career Services to request more specific attention from them to all students in the A&H College, and especially our graduate students.

Another concern is the proposed Masters of Leadership degree, to be offered through the College of Applied Science and Technology. Thus far, MPC director Kathryn Edwards and MBA director Mark Stevenson have voiced concerns about the audience for this new program, as well as about the quality of its offerings. Rather than present the proposal to Faculty Senate, COAST has decided to revise this proposal and offer it for public review in fall, 2015. At that time, we will want to consider whether the proposed program overlaps too extensively with the MPC and MBA programs. At the moment, our best course of action is to remain attentive to what is happening in COAST and be supportive of proposals that are not going to damage our own degree offering.

Reviewers listed five overall recommendations; program faculty provided practical Action Plans in response to each recommendation.

In conclusion: I am quite pleased with the direction the MPC has taken during its first years of existence. It began with a strong structure; where there were issues with the structure, program faculty developed

alternatives. Enrollment continues to be steady and graduates are finding themselves better prepared for their current careers or prepared to head off into new careers.

Madonne Miner, Dean  
Telitha Lindquist College of Arts & Humanities

## **Institutional Program Review Committee Response**

Date: December 04, 2015

Present: Madonne Miner – Provost, Valerie Herzog – Graduate Council Chair, Linda Gowans, Fon Brown, Mali Subbiah, Matt Mouritsen, Bob Walker, Melissa Neville, Carla Wiggins, Gail Niklason – Office of Institutional Effectiveness

Guests: Kathy Edwards – MPC Program Director, Sarah Steimel – Incoming MPC Program Director, Sheree Josephson – Chair, Department of Communication, Catherine Zublin – interim Dean of the Lindquist College of Arts & Humanities

The Program Review Committee designated the Master of Professional Communication as “a strong program with a few issues that need to be addressed.” The committee identified the following issues:

- Review the overall load on the program director in terms of career advising for students, student research oversight, and recruiting given the directors other responsibilities including teaching. Specifically:
  - o Develop a plan for student recruitment that removes that responsibility from the program director. Consider a staff or shared staff alternative.
  - o Discuss the potential of other faculty sharing the responsibility for student capstone research. Besides addressing load on the director, this could eliminate the potential (not currently seen) for an individual bias to permeate many student projects.

The committee saw no need for additional efforts in terms of this program review process and recommended that the department complete its next program review, as scheduled, in five years (the 2019/20 academic year).

## Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Master of Science in Nursing*

School or Division or Location: *Dumke College of Health Professions*

Department(s) or Area(s) Location: *School of Nursing*

Institutional Board of Trustees' Approval Date: *01/DD/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

\_\_\_\_\_  
Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

**Five Year Program Review  
Weber State University  
Master of Science in Nursing  
09/30, 10/1 – 2, 2014**

**Reviewers:**

- External Reviewer(s):
  - Chloe Gains, Program Evaluator, American Commission for Education in Nursing, Inc.
  - Kimberly Mitchell, Program Evaluator, American Commission for Education in Nursing, Inc.
  - Mary Kay Smid, Program Evaluator, American Commission for Education in Nursing, Inc.
- Internal Reviewer(s):
  - This site visit was conducted by an external accreditation body and did not include internal reviewers

**Program Description:**

The Master of Science in Nursing (MSN) program at Weber State University prepares innovative nurse experts who are capable of shaping and advancing the practice and profession of nursing. The curriculum is designed to promote national guidelines and competencies that enable graduates to make a significant contribution to education and healthcare environments.

The MSN program provides two curriculum tracks; nurse administrator and nurse educator. The Master's in Nursing Education prepares graduates to function in a variety of academic and clinical settings. MSN graduates are prepared to design curriculum, develop evaluation strategies, implement innovative teaching strategies and educate students in both academic and clinical settings. The Master's in Nursing Administration prepares graduates to operate at the highest levels of healthcare organizations. MSN graduates are prepared to design and establish professional practice environments, lead interdisciplinary care teams, establish best practice standards and establish systems and processes that focus on best care for the patient and the best environment for professional nurses to practice.

Students with a current master's in nursing degree who are looking to augment existing nursing knowledge and advance employment opportunities can apply for the Post-Master's Degree Certification in Nursing Education and Nursing Administration.



**Data Form:** Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit—Master of Nursing					
	Year	Year	Year	Year	Year
	2011	2012	2013	2014	2015
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	5	5	4	5	6
Full-time Non-Tenured					
Part-time	2				
With Master's Degrees					
Full-time Tenured	1	1	1	1	1
Full-time Non-Tenured					
Part-time	1				
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	9	6	5	6	7
Full-time Tenured	6	6	5	6	7
Full-time Non-Tenured					
Part-time	3				
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	2.69	1.73	1.73	3.06	n/a
Teaching Assistants	1.60	1.40	.60	.79	n/a
Part-time (May include TAs)					
Total Faculty FTE	4.29	3.13	2.33	3.85	n/a
Number of Graduates					
Certificates					

Associate Degrees	-	-	-	-	-
Bachelor's Degrees	-	-	-	-	-
Master's Degrees	22	23	19	17	25
Doctoral Degrees	-	-	-	-	-
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	45	44	43	45	45
Total Department FTE*	44.35	42.65	40.35	44.35	42.05
Total Department SCH*	887	853	807	887	841
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	10.34	13.63	17.32	11.52	n/a
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	357,764	317,023	237,716	388,637	442,751
Cost Per Student FTE	8,067	7,433	5,891	8,763	10,529
Funding					
Appropriated Fund	237,305	210,281	157,677	257,783	293,677
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	120,459	106,742	80,039	130,854	149,074
Total	357,764	317,023	237,716	388,637	442,751

### **Program Assessment:**

Program assessment was conducted by the American Commission for Nursing Education, Inc. (ACEN). Their findings follow:



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Churchton, Maryland

April 6, 2015

Susan Thornock, EdD, MSN, RN  
Chair, School of Nursing  
Weber State University  
3903 University Circle  
Ogden, UT 84408-3903

Dear Dr. Thornock:

This letter is formal notification of the action taken by the Accreditation Commission for Education in Nursing (ACEN) at its meeting on March 12-13, 2015. The Board of Commissioners granted continuing accreditation to the master's nursing program, including the post-master's certificate, and scheduled the next evaluation visit for Fall 2022.

Deliberations centered on the Self-Study Report, the Catalog, the Site Visitors' Report, and the recommendation for accreditation proposed by the Program Evaluators and the Evaluation Review Panel. (See Summary of Deliberations and Recommendation of the Evaluation Review Panel.)

The Board of Commissioners identified the following strength and areas needing development:

### **Areas of Strength by Accreditation Standard** **Standard 5 Resources**

- Endowments and College of Health Professions funds for faculty development and student scholarships

### **Areas Needing Development by Accreditation Standard** **Standard I Mission and Administrative Capacity**

- Ensure partnerships that exist are congruent with the ACEN guidelines.
- Ensure the governing organization and the nursing program define distance education to be congruent with the Utah State Board of Regents guidelines.

**Areas Needing Development by Accreditation Standard (continued)****Standard 2 Faculty and Staff**

- Ensure preceptors are academically and experientially qualified, oriented, mentored, and monitored and consistent documentation is maintained.
- Ensure that the number of full-time faculty is sufficient for the achievement of the student learning outcomes and the program outcomes.

**Standard 4 Curriculum**

- Ensure that the curriculum is congruent with established standards for master's and post-master's certificate programs, including appropriate role-specific professional standards and guidelines.

**Standard 5 Resources**

- Develop and implement strategies to ensure fiscal resources are sufficient to support the student learning outcomes and program outcomes related to faculty salaries.

**Standard 6 Outcomes**

- Ensure that evaluation findings are aggregated and trended by program option, location, and date of completion and are sufficient to inform program decision-making for the maintenance and improvement of the student learning outcomes and the program outcomes.
- Develop and implement strategies to ensure that certification examination pass rates are assessed in a systematic and ongoing manner.

On behalf of the Board of Commissioners, we thank you and your colleagues for your commitment to quality nursing education. If you have questions about this action or about ACEN policies and procedures, please contact me.

Sincerely,



Marsal P. Stoll, EdD, MSN  
Chief Executive Officer

cc: Chloe Gaines, Program Evaluator  
Kimberly Mitchell, Program Evaluator  
Mary Kay Smid, Program Evaluator

Enc. Summary of Deliberations of the Evaluation Review Panel



**SUMMARY OF DELIBERATIONS AND RECOMMENDATION OF THE  
CLINICAL DOCTORATE, MASTER'S, & BACCALAUREATE EVALUATION REVIEW  
PANEL  
FALL 2014 ACCREDITATION CYCLE**

**WEBER STATE UNIVERSITY  
UTAH**

**Program Accreditation History**

Established: <u>2008</u>	Initial Accreditation: <u>October 2009</u>	Last Evaluation Visit: <u>Fall 2009</u>
		Action: <u>Initial Accreditation</u>

**Overview**

Length of Program:	MSN - nurse educator: 40 credits; four (4) semesters
	MSN - nurse administrator: 40 credits; four (4) semesters
	Post-Master's Certificate - nurse educator: 15 credits; three (3) semesters
	Post-Master's Certificate - nurse administrator: 15 credits; three (3) semesters

Number of Students:	<u>44</u>	Full-time: <u>44</u>	Part-time: <u>0</u>
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Number of Faculty:	<u>8</u>	Full-time: <u>5</u>	Part-time: <u>3</u>
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**Evaluation Review Panel Summary**

**Recommendation:**

**Master's**

**Continuing accreditation as the program is in compliance with all Accreditation Standards. Next visit in eight (8) years.**

**Post-Master's Certificate**

**Continuing accreditation as the program is in compliance with all Accreditation Standards. Next visit in eight (8) years.**

**Commentary:**

**Areas of Strength by Accreditation Standard**

**Standard 5 Resources**

- Endowments and College of Health Professions funds for faculty development and student scholarships

**Areas Needing Development by Accreditation Standard**

**Standard 1 Mission and Administrative Capacity**

- Ensure partnerships that exist are congruent with the ACEN guidelines.
- Ensure the governing organization and the nursing education unit define distance education to be congruent with the Utah State Board of Regents guidelines.

**Standard 2 Faculty and Staff**

- Ensure preceptors are academically and experientially qualified, oriented, mentored, and monitored and consistent documentation is maintained.
- Ensure that the number of full-time faculty is sufficient for the achievement of the student learning outcomes and the program outcomes.

**Standard 4 Curriculum**

- Ensure that the curriculum is congruent with established standards for master's and post-master's certificate programs, including appropriate role-specific professional standards and guidelines.

**Standard 5 Resources**

- Develop and implement strategies to ensure fiscal resources are sufficient to support the student learning outcomes and program outcomes related to faculty salaries.

**Standard 6 Outcomes**

- Ensure that evaluation findings are aggregated and trended by program option, location, and date of completion and are sufficient to inform program decision-making for the maintenance and improvement of the student learning outcomes and the program outcomes.
- Develop and implement strategies to ensure that certification examination pass rates are assessed in a systematic and ongoing manner.



Susan Thornock &lt;sthornock@weber.edu&gt;

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**ACEN - ERP January 2015 Participation Information via Conference Call**

1 message

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**Christine Favole** <CFavole@acenursing.org>  
To: Susan Thornock <sthornock@weber.edu>

Thu, Jan 15, 2015 at 2:30 PM

[FormHeader\_100913.jpg]

Good morning Dr. Thornock:

Below, please find information regarding your participation via conference call in the ACEN Evaluation Review Panel deliberation of your nursing program on Wednesday, January 28, 2015, in the time block 1:00 PM - 2:30 PM, Eastern Time.

If you have any questions, please feel free to reach me.

Best regards,

Christine Favole  
Administrative Assistant for Operations  
[cid:image002.jpg@01D030E0.5B816A80]  
Accreditation Commission for Education in Nursing, Inc.  
3343 Peachtree Road NE, Suite 850 | Atlanta, Georgia 30326  
P. (404) 975-5000 | F. (404) 975-5020  
E. [cfavole@acenursing.org](mailto:cfavole@acenursing.org) <<mailto:cfavole@acenursing.org>>  
[www.acenursing.org](http://www.acenursing.org) <<http://www.acenursing.org>>

Information for Nurse Administrators participating via telephone conference

On the scheduled DATE and TIME BLOCK for the Evaluation Review Panel deliberation of your program:

· Please be available for telephone conference one-half (½) hour BEFORE your scheduled TIME BLOCK (Wednesday, January 28, 2015 - 1:00 PM - 2:30 PM Eastern Time) for your program deliberation.

· An ACEN Staff member will call from the Evaluation Review Panel and provide the telephone conference phone number approximately 15 minutes before the beginning of the deliberation regarding your program(s).

· If any delays are being experienced within your scheduled TIME BLOCK, you will be contacted and advised of any scheduling changes.

· At the start of the deliberation, please be ready to introduce yourself and any other attendees to the Panel.

· Once the Panel begins deliberations, please remember that you are participating as a silent observer during deliberations.

\* At the close of the deliberations, you will be provided an opportunity to comment on the process.

The ACEN representative will provide the call information to:



Susan Thornock, EdD, MSN, RN  
Chair, School of Nursing  
[CONFERENCE CALL]  
(801) 626-6833

#### Evaluation Review Panel Information

There are four peer Evaluation Review Panels appointed by the Commission (Clinical Doctorate, Master's, and Baccalaureate; Associate; Diploma; and Practical). The role of the members is to assure that the process of peer evaluation is carried out according to the accreditation Standards and Criteria. They will review the findings of the program evaluators as presented in the Site Visitors' Report and make a recommendation for accreditation status to the Commission.

The role of the Evaluation Review Panel is to validate the work of the program evaluators and extend it by noting points of agreement and raising any questions where disagreement or a lack of clarity exists. In the latter case, program evaluators are available by telephone during panel deliberations and may enter into discussion with the panel to assure an accurate understanding of the Site Visitors' Report. The aim is to promote a seamless review which has integrity and which does justice to the program under review. The role of the professional staff is to facilitate the work of both review groups.

Panelists do not do a de novo review of the programs. Rather, they determine the adequacy of the evidence to support each Standard and Criterion. The purpose is to see that the Standards and Criteria are applied consistently across all programs reviewed by the panel. Finally, they make a recommendation to the Commission on the accreditation status of each program.

#### Assignments of the Evaluation Review Panel Members

To facilitate panel discussion, two to three panel members present each program reviewed:

##### Presenter One

The first presenter studies the Self-Study Report, the Site Visitors' Report, the School Catalog, and the program response to the Site Visitors' Report and presents an evaluation based on the information found in these documents.

##### Presenter Two

The second presenter focuses on the Site Visitors' Report while reviewing the Self-Study Report and the school catalog. An evaluation is presented based upon the analysis.

##### Presenter Three

The third presenter analyzes the materials and presents a short evaluation using the Site Visitors' Report as the primary document.

Presenters are concerned with the evidence that affirms that the Site Visitors' Report accurately reflects the status of the program in meeting the Standards and Criteria. The narrative reports discuss compliance with the standards, program strengths and areas needing development.

#### Conduct of the Meeting

ACEN Commissioners serve as chairpersons for the Evaluation Review Panel meetings. A program's review commences with the presentation of presenter one, followed by presenter two adding additional information not already covered. The third presenter offers additional material where appropriate. All evaluation review panel members are responsible for reviewing program materials and discussing information presented on each program.

The findings of the panel deliberations for each program are presented in the Evaluation Review Panel summary that is forwarded to the Board of Commissioners. The goal of the entire peer evaluation is to render an honest and fair recommendation to the Commission regarding the accreditation status of the



program. The full Commission makes the final accreditation decision at its next regularly scheduled meeting. The Commission decision that is sent to the nursing administrator includes the Evaluation Review Panel summary.

#### Evaluation Review Panel Procedures

Panel Composition  
8-15 Peer Members

Voting  
Majority of members present

Conflict of Interest  
A panel member does not participate when she/he:

- was site visitor for the program under review
- is resident in the same state
- served as a consultant or is otherwise associated with the program or institution

Presentation  
(approximately 30 minutes/program or 45-60 minutes/multiple program)

- Presenter One: Introduction and presentation
- Presenter Two: Add information not stated by first reader
- Presenter Three: Add information only if something has not been stated

Information is presented by Standard with each Criterion addressed. Panelist role is to verify information presented in the Site Visitors' Report; to determine if the process has been carried out appropriately; and to affirm that the program evaluators have covered all aspects.

Panelists will identify program compliance with the Standards, strengths (i.e., exemplary practices which serve to commend the program) and program areas needing development.

Discussion  
The full panel considers the findings. Program evaluators will be contacted by telephone if a question raised by a panel member needs further clarification.

A motion and second are made to recommend the accreditation status of the program to the ACEN Board of Commissioners. Motion is open for discussion by the members of the panel. The question is called and followed by a vote on the motion.

Program Representative(s) are invited to address the panel after the deliberations are concluded

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#### 2 attachments



image001.jpg  
13K

image002.jpg  
16K



**Institution's Response:** Responses to review committee findings and recommendations.

Faculty response: not required by ACEN

Dean response: not required by ACEN

**Institutional Program Review Committee Response**

December 11, 2015

Present: Madonne Miner – Provost, Valerie Herzog – Chair of Graduate Council, Sarah Steimel, Bob Walker, Carla Wiggins, Mali Subbiah, Ryan Pace, Fon Brown, Matt Mouritsen, Linda Gowans, Gail Niklason – Office of Institutional Effectiveness

Guests: Melissa Neville – MSN Director, Susan Thornock – Chair, School of Nursing, Yas Simonian – Dean, Dumke College of Health Professions

The Program Review Committee designated the Master of Science in Nursing as “an exceptional program with no problems that need to be addressed.”

The committee made one recommendation in light of the upcoming Master of Nurse Practitioner degree; it is recommended that the department ensures there are enough new resources – specifically in terms of qualified faculty – to support both programs.

The committee saw no need for additional effort in terms of this program review process. It is understood that the next ACEN review is currently scheduled for the 2022/23 academic year, with a strong likelihood of being moved earlier to align with other program reviews in the School of Nursing. That schedule is in line with the Board of Regents' transition to a seven-year program review cycle.

## Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Foulger School of Music*

School or Division or Location: *Telitha E. Lindquist College of Arts & Humanities*

Department(s) or Area(s) Location: *Department of Performing Arts*

Institutional Board of Trustees' Approval Date: *01/##/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

\_\_\_\_\_  
Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

**Five Year Program Review**  
**Weber State University**  
**Foulger School of Music, Department of Performing Arts**  
**04/06/2015**

**Reviewers:**

- External Reviewers
  - Dr. Joelle Lien, Associate Professor of Music Education, University of Utah
  - Dr. Nicholas Morrison, Professor of Music, Utah State University
- Internal Reviewers
  - Dr. Vincent Bates, Assistant Professor of Teacher Education, Weber State University
  - Dr. Judy Elsley, Professor of English, Weber State University

**Program Description:**

The music area is one of three entities within the Department of Performing Arts; the others are dance and theatre. The Department of Performing Arts is one of five departments in the College of Arts and Humanities.

As a whole, the department serves a dual role within the university, providing both academic instruction and high---caliber cultural performances. Academic instruction is provided in two General Education areas (Creative Arts and Humanities) and in the professional area for students wishing to pursue careers in the performing arts.

Music offers opportunities for students to develop their creative and critical thinking skills. As a discipline, it forces individuals to reconcile diverse ideas, and develop acute skills of cooperation and collaboration. Music opens doorways to careers in performance, music education, composition, musicology, ethnomusicology, and other fields that value creativity, discipline and collaboration.

At Weber State University, students receive individualized attention and experience a wide variety of opportunities to perform, chances to travel to conferences and festivals as well as possibilities to tour nationally and internationally. Students experience a diversity of learning and practical experiences that help them develop as a musicians, teachers, and scholars.

**Data Form:** Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit—School of Music					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA					

and other terminal degrees, as specified by the institution)					
Full-time Tenured	11	10	11	10	9
Full-time Non-Tenured	3	3	2	1	3
Part-time	8	9	8	6	2
With Master's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	4	4	5	5	8
With Bachelor's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	0	0	3	4	8
Other					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	1	1	1	1	1
Total Headcount Faculty	27	27	30	27	31
Full-time Tenured	11	10	11	10	10
Full-time Non-Tenured	3	3	2	1	2
Part-time	13	14	17	16	19
Please note: FTE counts are for the entire Performing Arts Department					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	21.67	20.33	19.11	19.11	19.99
Teaching Assistants					
Part-time (May include TAs)	11.28	13.03	12.87	10.58	11.90
Total Faculty FTE	32.95	33.36	31.98	29.69	31.89
Number of Graduates – Dept. (Program)					
Certificates					
Associate Degrees					
Bachelor's Degrees	26 (13)	21 (10)	23 (6)	32 (18)	30 (15)
Master's Degrees					
Doctoral Degrees					
Number of Students – Dept.(Program)					
Third week numbers					
Total # of Declared Majors	342 (176)	377 (199)	344 (173)	385 (194)	347 (173)
Total Department FTE*	508 (268)	542 (301)	535 (305)	527 (321)	471 (270)
Total Department SCH*	8,040	9,027	9,161	9,627	8,099
*Per Department Designator Prefix					

Student FTE per Total Faculty FTE (calculated for all of DPA)	15.42	16.25	16.74	17.75	14.78
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	2,477,899	2,334,479	2,304,164	2,434,875	2,409,606
Cost Per Student FTE	\$4,877	\$4,308	\$4,305	\$4,621	\$5,113
Funding					
Appropriated Fund	2,288,111	2,151,562	2,104,579	2,228,971	2,208,254
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	189,788	182,917	199,585	205,904	201,352
Total	2,477,899	2,334,479	2,304,164	2,434,875	2,409,606

### **Program Assessment:**

#### **Standard A: Mission Statement**

Recommendation:

- Revise the mission statement relative to three considerations: 1) clearly align the mission with those of the Lindquist College of Arts and Humanities and Weber State University.

Faculty response:

- The faculty acknowledge the need to revise the mission statement and will address that in the annual retreat in August 2015.

#### **Standard B: Curriculum**

Recommendation:

- The faculty are encouraged to enter a formal and ongoing conversation about the music curriculum. This conversation might include 1) how best to align the curriculum to the revised mission statement, 2) adapting the program to meet the desire of students for increased diversity, additional creative opportunities, and program flexibility, 3) consider a greater focus on music education, and 4) consider the addition of master-level courses.

Faculty response:

- Curricular alignment to the revised mission will be formally discussed at fall 2015 faculty meetings. The faculty discussed and agreed upon ways to provide further creative opportunities. Discussion about both diversity and flexibility is occurring. A faculty survey indicates that the amount of focus music education majors give to performance is intentional and exactly as they wish it to be. Finally, the merits of either adding a masters degree and/or offering select masters-level courses will be discussed among the faculty.

#### **Standard C: Student Learning Outcomes and Assessment**

Recommendation:

- The review team recommends a focus on rubric-style assessment and other qualitative data with key artifacts, gathered uniformly from each students for longitudinal comparison.

Faculty response:

- Program faculty recently streamlined student learning outcomes and began to assess them via applied lesson juries during the spring of 2015. Other content assessment will be implemented systematically as instruments and strategies are refined.

#### **Standard D: Academic Advising**

Commendation:

- The program's advising system seems to be working very well.

#### **Standard E: Faculty**

Commendation:

- The faculty members are highly qualified.

Recommendation:

- There is a need to more specifically define the role of adjunct faculty within the music area and consider programs that acknowledge and incentivize adjunct faculty.

Faculty response:

- The full-time faculty are satisfied with how the role of adjuncts is defined. A discussion of how to acknowledge and incentive adjunct faculty is appropriate, however.

#### **Standard F: Support**

Recommendation:

- Consider modifying the current lab to a lab/lounge arrangement to better accommodate students.
- Consider transitioning to portable technologies, including a common software package, that could be required and used in multiple courses.
- Consider additional administrative support such as an associate chair from a performing area different from the chair.

Faculty response:

- The lab/lounge arrangement was discussed by faculty and well-received. The faculty reveal a lukewarm attitude toward the addition of an associate chair.

#### **Standard G: Relationships with External Communities**

Recommendation:

- Foster and support across-campus collaborations including the Beverly Taylor Sorenson Arts Learning Program and the University Council for Teacher education. The review team also recommends a greater programming synergy with the Center for Cultural Affairs.

Faculty response:

- The review team's call for partnership with other university departments is duly noted and will be explored. With the director recently stepping down, the future of the Office of Cultural Affairs is not clear at the moment.

Standard H: Results of previous reviews

No recommendations



**Institution's Response:** Responses to review committee findings and recommendations.

**Faculty response:**

For ease of reading, faculty responses are embedded with commendations and recommendations above.

**Dean response:**

Thank you all for your many contributions to WSU's Music Program Review process. All Music area faculty members participated in the various stages of this review, and I am grateful to you for your thoughtfulness and thoroughness in addressing concerns of importance to the area and to the College. I want to convey special thanks to Dr. Carey Campbell for serving as internal team leader, and to the four individuals (Vincent Bates, Judy Elsley, Joelle Lien, and Nicholas Morrison) who served as reviewers.

Having read documents associated with the Music area, as well as those from Theatre and Dance (units with whom Music shares space, administration and staff, some budgets and some students), I want to highlight four items that I believe merit further attention from Music faculty:

1. As noted by the Review Committee, and acknowledged by Music faculty in their response to the Review, the Music Mission Statement deserves discussion and revision.
2. Discussion of the Mission Statement should occur in tandem with discussion about the music curriculum. Along with colleagues in many other discipline areas, music educators today are engaged in conversations/debates about what should be taught, what balance between classical coverage and contemporary experimentation is appropriate, how faculty might diversify the curriculum, what skills are essential, etc. Such conversations are difficult and time-consuming, but must occur for curricula to be responsive to changes in the field and in our culture.
3. Deliberation about desirable partnerships, alliances and opportunities. Although music faculty members generally work well with each other, it strikes me that they sometimes miss opportunities to develop communities of association that could be beneficial to both faculty and students. How might Music faculty and students forge mutually-beneficial alliances outside the department?
4. In addition to considering external partnerships, it is time for Music, Dance, and Theatre to have a realistic discussion about their existence as a single department. All three areas were reviewed this year; all three reviews mentioned concerns associated with the union of these areas under one chair. What might be advantages/disadvantages of different organizational/governance structures? Are there ways all three areas might benefit if we were to configure them differently? What costs would accompany such a reconfiguration? Which resources can continue to be shared and which should be allocated to individual units?

In the Theatre area response to their review, faculty members suggest the formation of a Task Force to analyze the administrative and governing structure of the Department of Performing Arts and propose alternatives. I am supportive of this approach, and suggest such a Task Force might be called into existence before the end of summer, 2015. The Dean's Office is willing to provide funding for an internal (to the university) or external facilitator for such a Task Force up to \$1500.

Madonne Miner, Dean  
Telitha Lindquist College of Arts & Humanities

### **Institutional Program Review Committee Response:**

Date: October 1, 2015

Present: Madonne Miner – Provost, Craig Oberg - Chair of Faculty Senate, Kirk Hagen, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Nicole Beatty, Gail Niklason and Heather Chapman– Office of Institutional Effectiveness

Guests: Carey Campbell, program faculty; Thom Priest, department chair; Catherine Zublin, interim Dean

The Program Review Committee designated the Foulger School of Music as “a strong program with a few issues that need to be addressed.” The committee had the following recommendations:

- Finalize the mission statement and report that in the next annual assessment report (if possible by November, 2015; otherwise by November, 2016).
- As part of a five-year strategic plan, address plans for assessment and streamlining of curriculum. Please provide a status of this recommendation in the November, 2016 annual assessment report.
- The Program Review Committee is interested in knowing what the plans are for re-aligning the values of the faculty with the curriculum, in response to the departmental survey. This response can be provided in an upcoming annual assessment report.

The committee also cited the following:

- The Music program is commended for excellent outreach efforts as well as the cultural opportunities provided for the community via very accomplished faculty.
- The program is commended for taking the initial steps towards modernizing the curriculum, especially in light of traditions that challenge those efforts.

The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review as part of the 2020/21 National Association of Schools of Music accreditation process.

## TCover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Theatre Program*

School or Division or Location: *Telitha E. Lindquist College of Arts & Humanities*

Department(s) or Area(s) Location: *Department of Performing Arts*

Institutional Board of Trustees' Approval Date: *01/##/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

\_\_\_\_\_  
Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

**Five Year Program Review**  
**Weber State University**  
**Theatre Arts, Department of Performing Arts**  
**03/06/2015**

**Reviewers:**

- External Reviewer
  - Bob Nelson, Ph.D., Professor of Theatre, University of Utah
  - John Hill, MFA, Faculty, Front Range Community College, Fort Collins, CO
- Internal Reviewer
  - Dr. Sue Harley, Professor of Botany, Weber State University
  - Dr. Kathleen Stevenson, Professor of Visual Arts & Design, Weber State University

**Program Description:**

Communicating through performance is one of the fundamental human activities. As small children we learn through play, pretending to be someone or something we are not. We make up elaborate games of make believe in order to make sense of the world.

The art form of Theatre has always been asked to teach and to please. Our students take the natural impulse to pretend and refine that into skills. These skills include practical things like movement, voice, character building, theatrical design and construction, writing and analyzing scripts. But they also include higher level thinking skills like executive function, developing discipline and self-control, and metacognition, an awareness of what one is good at and what skills one needs to improve.

Theatre students must complete a sequence of formal course work that includes University general education, core theatre courses, and focus or specialty courses. Formal course work is complemented by a sequence of experiential learning opportunities in the theatre. Students and faculty develop individualized programs of course work and practical experience, including a junior seminar, annual juries, portfolio preparation, various practica, and opportunities for individual theatre projects.

Study of theatre provides students with useful tools to contribute to and make positive changes in society. Theatre students learn about diverse historical eras, communities and technologies. Theatre challenges students to be creative and to translate that creativity into applied processes to think precisely, speak confidently in public, work productively with others, visualize abstract concepts and represent those concepts concretely. Theatre skills are useful in a variety of professions including, but not limited to, business, government, law, journalism, and public relations.

**Data Form:** Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit—Theatre Arts					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	5	4	4	4	4
Full-time Non-Tenured	0	0	1	1	3
Part-time	3	3	3	3	3
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	1	1	1	1	3
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	1	1	1	1	1
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	10	9	10	10	14
Full-time Tenured	5	4	4	4	4
Full-time Non-Tenured	0	0	1	1	3
Part-time	5	5	5	5	7
Please note: FTE counts are for the entire Performing Arts Department					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	21.67	20.33	19.11	19.11	19.99
Teaching Assistants					
Part-time (May include TAs)	11.28	13.03	12.87	10.58	11.90
Total Faculty FTE	32.95	33.36	31.98	29.69	31.89
Number of Graduates					

Dept. (Program)					
Certificates					
Associate Degrees					
Bachelor's Degrees	26 (10)	21 (7)	23 (15)	32 (14)	30 (12)
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	342	377	344	385	347
DPA (Theatre)	(137)	(153)	(139)	(148)	(134)
Total Department FTE*	508	542	535	527	471
DPA (Theatre)	(184.5)	(177.9)	(163.7)	(141.9)	(146.3)
Total Department SCH*	15,242	16,258	16,057	15,806	14,138
DPA (Theatre)	(5,594)	(5,337)	(4,910)	(4,256)	(4,389)
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE – All of Dept. of Perf. Arts	15.42	16.25	16.74	17.75	14.78
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	2,477,899	2,334,479	2,304,164	2,434,875	2,409,606
Cost Per Student FTE	\$4,877	\$4,308	\$4,305	\$4,621	\$5,113
Funding					
Appropriated Fund	2,288,111	2,151,562	2,104,579	2,228,971	2,208,254
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	189,788	182,917	199,585	205,904	201,352
Total	2,477,899	2,334,479	2,304,164	2,434,875	2,409,606

**Program Assessment:** Strengths, weaknesses, and recommendations from the reviewers.

#### Standard A: Mission Statement

Recommendation:

- Consider revising the mission statement to include assessment policies.

Faculty response:

- A portion of the mission statement will be revised at the Fall, 2015 retreat. (Note: this was done and reported on in the November, 2015 annual assessment report.)

### **Standard B: Curriculum**

#### Commendation:

- A recent curriculum overhaul that addressed articulation issues as well as institute a new emphasis with a 'Theatre Arts Generalist' track have contributed to strengthening the program. These substantial curricular changes offer students more robust and beneficial programming.

### **Standard C: Student Learning Outcomes and Assessment**

#### Commendation:

- The implementation of a jury system to monitor progress of majors in the Theatre program has created a higher level of rigor and academic excellence.

### **Standard D: Academic Advising**

#### Commendation:

- Advising is solid. Having a dedicated advisor for General Education requirements is of significant assistance.

#### Recommendation:

- Students recognize the need for specialized advising, particularly in the case of the student admitted as a major relatively late in the degree process.

#### Faculty response:

- The suggestion for a full-time Theatre Arts Chair or Department Co-chair would certainly address multiple issues, not the least of which would be advisement. Until such measures become feasible, the program will continue to provide advisement through current procedures.

### **Standard E: Faculty**

#### Commendation:

- Faculty bring professional acumen, commitment, and attention to their teaching and programming.
- There is a strong faculty commitment to high quality instruction, student mentoring, and creative scholarship.

#### Recommendation:

- For a program of its size, there seem to be too few faculty, described as 'one deep' in the program self-study. Additional faculty would enable the program to schedule more course offerings and sequence them more effectively, and to challenge their students with higher levels of learning.
- Junior faculty members carry a significant role in administration and service. An additional line – especially to broaden the scope of Theatre's curricular focus – could also assist with this seemingly uneven distribution of work.
- Given the need for faculty to take on additional administrative duties as simply part of the load, it is recommended that administrators within the college undertake a comprehensive and long-term review, in cooperation with faculty, addressing issues of Rank, Tenure, and Promotion, especially as it applies to load and compensation.
- It is recommended that a meeting take place that include the Dean of the College of Arts & Humanities (or interim), the Chair of the Department of Performing Arts, the Theatre faculty, and Professor Goldberger, the Beverly T. Sorenson Endowed Chair for Arts Integration, to reconcile Professor Goldberger's activities in Learning Arts with the requirements for tenure in the College of Arts & Humanities.

#### Faculty response:

- Professor Goldberger has supported the department in the capacity of an adjunct professor, which was how her hire was originally explained. Going forward, the Theatre faculty suggests that this position become professional staff instead of tenure track.
- The Theatre program is preparing to request an additional faculty line in the areas of acting, stage voice, and movement to meet the need for academic expansion and increasing enrollments.

### **Standard F: Support**

#### Commendation:

- Staff personnel are exceptional. Their capabilities, dedication, and work ethic are a tremendous contribution to the program's many successes. Coordination among support services is a good model for the entire department.
- The Costume Shop and facilities are expertly managed and appear to serve all three areas simultaneously – Dance, Music, and Theatre. The manager, Jean-Louise England, is to be commended, particularly in her coordinated service and her remarkable mentoring of students.
- Recent Browning Center hires have brought much needed facilities re-evaluation, coordination, and vigor to the Theatre Arts program and the overall use of the building.

#### Recommendation:

- As staff members' assigned tasks continue to grow, there should be an effort made to keep compensation in line with their duties.
- The compensation of adjuncts – especially as they play such a significant role within the Department – should also undergo constant review, advocacy, and adjustment.
- The administration should continue to assess the use of student fees as the only source for some budget monies. While the Student Fee Recommendation Committee appears to be a fairly reliable source of soft money, it is a source that will always be limited by enrollments and the number of groups requesting a share of the available funds.
- Given the discord that exists between the three distinct areas of the Department of Performing Arts, it is recommended that a taskforce be put together and tasked with a thorough exploration of viable alternatives to the current Department structure.

#### Faculty response:

- Each of these areas is being addressed on one form or another.
- The Theatre faculty and staff are open to the possibility of possible departmental reorganization.

### **Standard G: Relationships with External Communities**

#### Commendation:

- The Theatre Arts program continues to support the community with numerous performances of a high caliber and ongoing outreach programming, especially at the Children's Tree House Museum

#### Recommendation:

- While good, the outreach educational programming could and should continue to grow, especially in light of the ethnic diversity of the local population and the need for further community and children-centered performances.

### **Standard H: Results of previous reviews**

- All concerns raised in the prior review have been addressed.



**Institution's Response:** Responses to review committee findings and recommendations.

**Faculty response:**

Faculty responses are embedded with recommendations above.

**Dean response:**

Thank you all for your many contributions to WSU's Theatre Program Review process. All Theatre area faculty and staff members participated in various stages of this review, and I am grateful to you for your thoughtfulness and thoroughness in addressing concerns of importance to the area and to the College. I want to convey special thanks to Dr. Jenny Kokai for serving as internal team leader, and to the four individuals (John Hill, Bob Nelson, Sue Harley and K Stevenson) who served as reviewers.

Having read documents associated with the Theatre area, as well as those from Music and Dance (units with whom Theatre shares space, administration and staff, some budgets and some students), I want to comment on items that I believe merit highlighting (and, in some cases, further attention and discussion).

1. As noted by the Review Committee, the Theatre area shows "genuine strength and vitality." I concur: students and faculty are confident, positive, and are engaged in educational endeavors that lead to high-caliber graduates and high-caliber productions. Like the Review Committee, my sense is that overall, Theatre is doing an excellent job.

2. Under "Challenges," the Review Committee worries about: the amount of administrative service required of some Theatre faculty members; perceptions of inequity with respect to funding of the three areas in Performing Arts; reliance on soft money for production funding, adjunct compensation, "creep" in the demands for tenure and promotion; integration of the Beverley Taylor Sorenson Endowed Chair; space availability in the VBC, and other issues. All of these worries are valid and merit discussion. From my perspective, however, the two most pressing issues are those associated with the governing/operating structures of the Performing Arts Department and the appropriate positioning of the BTS Endowed Chair.

3. With respect to the first of these pressing issues: it is time for Music, Dance, and Theatre to have a realistic discussion about their existence as a single department. All three areas were reviewed this year; all three reviews mentioned concerns associated with the union of these areas under one chair. What might be advantages/disadvantages of different organizational/governance structures? Are there ways all three areas might benefit if we were to configure them differently? What costs would accompany such a reconfiguration? Which resources can continue to be shared and which should be allocated to individual units? Theatre faculty members suggest the formation of a Task Force to analyze the situation and propose alternatives. I am supportive of this approach, and suggest such a Task Force might be called into existence before the end of summer, 2015. The Dean's Office is willing to provide funding for an internal (to the university) or external facilitator for such a Task Force up to \$1500.

After this Task Force makes recommendations about possible alternative configurations, the areas will need to determine how they want to allocate administrative, outreach, recruitment, and service roles. It may be that some release time can be allocated for taking on these duties. It also is the case that the college has been granted a second college-wide advisor (primarily to work with At-Risk students); this individual will be available to do some recruiting on behalf of departments.

4. With respect to the positioning of the BTS Endowed Chair: I wish that as dean I had been better at anticipating some of the issues that might arise when attempting to bridge the goals, visions and structural elements of an external entity (the Beverley Taylor Sorenson Foundation) with those of an academic college and department (Arts & Humanities; Performing Arts).

Funding for the BTS Chair came from the BTS Foundation and had to be used to hire an arts educator to lead arts education efforts in local public schools. The Foundation does not particularly care what department provides a home for the BTS Chair, as long as the department recognizes that most of the Chair's duties will be associated with establishing BTS programs in local elementary schools.

Faculty, of course, do care about placement of new members in departments. Although there was faculty representation from Performing Arts and Visual Arts on the Search Committee for the BTS Chair, in retrospect I wish I would have done more to clarify to committee members (and to departmental faculty not on the search) that: 1) the BTS chair would reside in—and be evaluated by—one of our departments; 2) the funding for the BTS line would not have any effect (positive or negative) on a department's arguments for additional lines; 3) the presence of a BTS Endowed Chair at WSU is a benefit to the university and community at large. With the Endowed Chair, we establish ourselves as participants in the present and future of Utah arts education, and make ourselves eligible for various state-appropriated funds. The BTS Chair Search Committee screened and interviewed many applicants. We made an offer to Tamara Goldbogen, a candidate with an impressive history of experience in Young Adult Theatre and public outreach. Given Tamara's background, I placed the BTS "line" in the Theatre area. While other Theatre faculty are primarily occupied with educating theatre majors and directing, designing, preparing our productions, Tamara's attention generally is directed to Education majors, local school teachers and principals, and to the state-wide BTS organization. This difference in focus means that many times there is limited overlap in duties and responsibilities of the BTS Chair and other Theatre faculty members.

Although there is limited overlap, Department of Performing Arts faculty members will be called upon to evaluate Tamara's progress toward tenure and promotion; assuming that progress is satisfactory, she would become a tenured faculty member in this department. In an ideal world, all of us might be attentive to and supportive of others' work, even when it differs from our own—but we are not in an ideal world. This coming academic year (2015-16) Tamara will come up for 3rd-year review within the Department of Performing Arts. Thom Priest, chair of the department, and I have encouraged Tamara to provide a full explanation of her BTS work to her departmental colleagues in order that they may understand and evaluate her accomplishments as a teacher, scholar, and administrator. After the 3rd-year review, we will re-visit the question of whether a tenure-track line in Performing Arts is the best fit for the BTS Chair. I should add: Tamara and I have discussed the possibility of shifting her position to that of Professional Staff, but her interest in and success with research publication suggests that the tenure-track is an appropriate placement for her. Similarly, given her degree (MFA), the College of Arts & Humanities appears to be her logical home. I would not want to weaken, in any way, our college's association with BTS, which is growing larger and more effective each year in bringing side-by-side arts-integrated learning to public schools.

5. With respect to other challenges: I appreciate reviewers' suggestions for enhanced staffing in support of the Costume Studio and Scene Shop, permanent funding for productions, effective resolution of venue and scheduling issues. I would encourage Theatre to present arguments for additional staff during the Dean's

Office annual Call for Position Requests; I also encourage Theatre to think as creatively as possible about sources for permanent production funding. At present, I don't see revenue sources for these items. As I mentioned at the outset, the Theatre area is quite successful. Faculty and students produce theatre that is award-winning. Students get jobs in their areas of expertise or are accepted into graduate programs for further study. If the three units in the Performing Arts Department determine that structural reconfiguration is necessary, I encourage them to move carefully, thoughtfully, to ensure that we are able to maintain and build upon our current success record.

Madonne Miner, Dean  
Telitha Lindquist College of Arts & Humanities

### **Institutional Program Review Committee Response:**

Date: October 1, 2015

Present: Madonne Miner – Provost, Craig Oberg - Chair of Faculty Senate, Kirk Hagen, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Carey Campbell, Nicole Beatty, Gail Niklason and Heather Chapman– Office of Institutional Effectiveness

Guests: Jennifer Kokai, program faculty; Thom Priest, department chair; Catherine Zublin, Interim Dean

The Program Review Committee designated Theatre Arts as “a strong program with a few issues that need to be addressed.” The committee had the following recommendations:

- Address the following issues: concern about not being inclusive with adjunct faculty and related issues with online courses. These issues can be addressed in the program's Annual Assessment report of November, 2015 (if possible) or November, 2016.
- The department is encouraged to engage in close budget oversight.

The committee also cited the following:

- The Theatre program is commended for their excellent outreach efforts.
- The program's efforts towards curriculum overhaul are commended, in particular the focus on 'new works'.
- Assessment efforts by the program faculty are commended.

The committee sees no need for additional efforts in terms of this program review process and requests that the program complete its next program review in five years (2019/20).

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**Weber State University**  
Human Resources Agenda Report  
from 12/1/2015 thru 1/29/2016

<u>Action</u>	<u>Comment</u>		<u>Position</u>	<u>Department</u>	<u>Date</u>
<b>Executive</b>					
Promotion	Brenda Kowalewski		Associate Provost	Provost's Office	19-Jan-2016
Separation	Ryan Thomas		Associate Provost	Provost's Office	04-Jan-2016
<b>Exempt</b>					
Early Retirement	Margie Esquibel		Associate Director	Alumni Relations	29-Jan-2016
HIRE	Christopher Barragan	Replaces Lori Lee Aston	Director	Development	12-Jan-2016
HIRE	James Bernstein	Replaces Derek M. DeBruin	Coordinator	Campus Recreation	07-Dec-2015
HIRE	Emily Criswell	New Position	Manager	Bookstore-Wildcat Stores	15-Jan-2016
HIRE	Randy Durney	Replaces Sherry Marie Gale	Accountant	Accounting Services	21-Dec-2015
HIRE	Kimberly Ealy	Replaces Karen S Dautre	Advisor	College of Eng Appld Sci and Tech	06-Jan-2016
HIRE	Tyler Hardy	Replaces Yaris A Gutierrez	Specialist	Academic Tech Training and Planning	14-Dec-2015
HIRE	Levi Jackson	Replaces Tyler Suppha-Atthasitt	Technician	Visual Arts	07-Jan-2016
HIRE	Justin Owen	New Position	Manager	Facilities Management	04-Jan-2016
HIRE	Leslie Park	Replaces Jill Aimee Grob Ericson	Director	Student Success Center	01-Jan-2016
HIRE	Mark Rudolph	Replaces Lisa W Largent	Director	Development	04-Jan-2016
HIRE	John South	Replaces Sharadee L Allred	Specialist/Professional	Academic Support Centers - Programs	04-Jan-2016
HIRE	Wesley Walsman	Replaces Shirley Jeanne Dunford	Coordinator	Academic Support Centers - Programs	06-Jan-2016
Promotion	Matthew Cain		Manager	Academic Tech Training and Planning	16-Jan-2016
Promotion	Stephanie Jaramillo		Assistant Director	Internal Audit	01-Dec-2015
Promotion	Tara Peris		Director	Student Involvement and Leadership	16-Jan-2016
Promotion	Raymond Salazar		Director	Continuing Education	01-Dec-2015
Separation	Lori Aston		Director	Development	23-Dec-2015
Separation	John Bullough		Analyst	Information Security	04-Dec-2015
Separation	Scott Chantry		Director	Continuing Education	18-Dec-2015
Separation	Stephen Clark		Assistant Coach	Athletics Admin and Support	25-Jan-2016
Separation	Jill Ericson		Director	Student Success Center	11-Dec-2015
Separation	Cory Hall		Assistant Coach	Athletics Admin and Support	15-Jan-2016
Separation	Aleta Harrison		Advisor	School of Business and Economics	04-Jan-2016
Separation	Kristopher Parham		Advisor	Education Access and Outreach	27-Jan-2016
Separation	Tyler Suppha-Atthasitt		Technician/Technologist	Visual Arts	31-Dec-2015

**Weber State University**  
Human Resources Agenda Report  
from 12/1/2015 thru 1/29/2016

<u>Action</u>		<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>
<b>Faculty</b>					
HIRE	Jaylynn Bryson	Replaces Victoria Grace Schaffner	Instructor	Nursing	01-Jan-2016
HIRE	Julie Gee	Replaces Candice Carter Jones	Instructor	Nursing	01-Jan-2016
HIRE	Terence Lewis	New Position	Assistant Professor	Health Promotion and Human Perfor	01-Jan-2016
Separation	Candice Jones		Instructor	Nursing	31-Dec-2015
Separation	Patrick Leytham		Assistant Professor	Teacher Education	31-Dec-2015
Separation	Richard Pontius		Associate Professor	Teacher Education	31-Dec-2015
Separation	Laura Santurri		Assistant Professor	Health Promotion and Human Perfor	31-Dec-2015
Transfer	Michael Vaughan		Professor	Poverty and Inequality Center	01-Jan-2016
<b>Non-Exempt</b>					
Early Retirement	Lisa Nielsen		Specialist	IT Business Services	31-Dec-2015
HIRE	Heidi Jenkins	Replaces Jackelyn Michelle Shafer	Administrative Specialist I	Athletic Training and Nutrition	25-Jan-2016
HIRE	Paul Kuehne	Replaces Paul Lavell Webster	Analyst	Facilities Management	19-Jan-2016
HIRE	Francisco Ruiz	Replaces Alicia Dawn Ambrose	Specialist	Radiologic Sciences	01-Dec-2015
HIRE	Aimee Smith	Replaces Lori K Frederiksen	Specialist	Radiologic Sciences	07-Dec-2015
HIRE	Jeannette Smith	Replaces Anthony Tyler Lambert	Assistant	Academic Support Centers - Programs	05-Jan-2016
HIRE	Courtney Thornock	Replaces Jason Blandi	Painter	Facilities Management	04-Jan-2016
HIRE	Devon Trujillo	New Position	Specialist	Counseling - Psychological Services	29-Dec-2015
Promotion	Kirk Barlow		Specialist	Enterprise Business Computing	01-Dec-2015
Promotion	Brandon Bishop		Carpenter	Facilities Management	21-Jan-2016
Promotion	Stephen Cain		Specialist	Enterprise Business Computing	01-Dec-2015
Promotion	Elizabeth Hansen		Technician	Financial Aid Office	01-Dec-2015
Separation	Kevin East		Clerk	Bookstore-Wildcat Stores	31-Dec-2015
Separation	Jennifer Hansen		Supervisor/Non-Exempt	Library	08-Jan-2016
Separation	Russell Reeder		Custodian	Student Affairs Maintenance	02-Jan-2016
Separation	Craig Stuart		Technician	Facilities Management	22-Jan-2016
Separation	Royce Woolstenhulme		Custodian	Facilities Management	14-Dec-2015

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## WSU Monthly Calendar of Events: February 2016

**Monday (Feb. 1):** WSU's Department of Emergency Care & Rescue hosts "Heart Matters – An Emergency Medicine Symposium," keynote speaker Keith Lurie, internal and emergency medicine professor at the University of Minnesota, 11 a.m., Shepherd Union Ballrooms, free, [weber.edu/heartmatters](http://weber.edu/heartmatters) or [801-626-6521](tel:801-626-6521).

**Tuesday (Feb. 2):** WSU Board of Trustees meeting, 9:30-11 a.m., Miller Administration Betty Hess Lampros Board Room, [801-626-6001](tel:801-626-6001).

**Tuesday (Feb. 2):** WSU's Women's Center hosts a World Hijab Day workshop in recognition of women who wear a hijab, 2-3 p.m., Shepherd Union Room 312, [womenscenter@weber.edu](mailto:womenscenter@weber.edu) or [801-626-6090](tel:801-626-6090).

**Wednesday (Feb. 3):** WSU's Outdoor Program hosts weekly Ogden Dawn Patrol back-country skiing (continues until March 30), 4:30 a.m., WSU Outdoor Program, free, [801-626-6373](tel:801-626-6373) or [outdoorprogram@weber.edu](mailto:outdoorprogram@weber.edu).

**Wednesday (Feb. 3):** WSU's Center for Community Engaged Learning hosts the Lindquist Lecture, "Democratic Engagement: Why the University is Obligated," speaker Leah Murray, WSU political science associate professor, 1:30-2:30 p.m., Stewart Library Hetzel-Hoellin Room, free, light refreshments served, [carlajones@weber.edu](mailto:carlajones@weber.edu) or [801-626-7737](tel:801-626-7737).

**Wednesday (Feb. 3):** WSU's Department of Performing Arts presents "33MM: A Musical Exhibition," a collection of snapshots blended with music, 7:30 p.m., Browning Center Eccles Theater, \$12/\$10, [cdenniston@weber.edu](mailto:cdenniston@weber.edu) or [weberstatetickets.com](http://weberstatetickets.com).

**Thursday (Feb. 4):** WSU's Goddard School of Business & Economics hosts the Ralph Nye Executive Lecture Series, "A Career in Banking: from Teller to President," speaker Terry Grant, Key Bank Utah market president, noon, Wattis Business Building Smith Lecture Hall, free, [801-626-7307](tel:801-626-7307) or [orgsbe@weber.edu](mailto:orgsbe@weber.edu).

**Thursday (Feb. 4):** Weber State University Davis Student Services hosts "Interviewing for Academic Programs," a presentation by career counselor Jacob Wilkey, 1:30 p.m., WSU Davis Building 2 Room 114 (2750 University Park Blvd., Layton), free, [jenniferunguren@weber.edu](mailto:jenniferunguren@weber.edu) or [801-395-3517](tel:801-395-3517).

**Thursday (Feb. 4):** Weber State University Davis Student Services hosts an early-college information session, 5 p.m., WSU Davis Building 2 Room 110 (2750 University Park Blvd., Layton), free, [cbusby@weber.edu](mailto:cbusby@weber.edu) or [801-626-7583](tel:801-626-7583).

**Thursday (Feb. 4):** WSU women's basketball vs. Northern Colorado, 7 p.m., Dee Events Center, \$5/\$3/free to WSU students with Wildcard ID, [801-626-8500](tel:801-626-8500) or [weberstatetickets.com](http://weberstatetickets.com).

**Thursday (Feb. 4):** WSU's Department of Performing Arts presents "33MM: A Musical Exhibition," a collection of snapshots blended with music, 7:30 p.m., Browning Center Eccles Theater, \$12/\$10, [cdenniston@weber.edu](mailto:cdenniston@weber.edu) or [weberstatetickets.com](http://weberstatetickets.com).

**Friday-Monday (Feb. 5-7):** WSU's Outdoor Program hosts the AIARE Avalanche 1 Course – Yurt Based "Decision Making in Avalanche Terrain," various locations, \$285/\$250, [outdoorprogram@weber.edu](mailto:outdoorprogram@weber.edu) or [weber.edu/outdoor/AIARE-avalanche1-course.html](http://weber.edu/outdoor/AIARE-avalanche1-course.html).

**Friday (Feb. 5):** WSU's Department of Performing Arts hosts Hurst Artist in Residence Rennie Harris, professional hip-hop dancer, public lecture, 2:30 p.m., Shepherd Union Ballrooms, free, [cdenniston@weber.edu](mailto:cdenniston@weber.edu) or [801-626-6431](tel:801-626-6431).

**Friday (Feb. 5):** WSU's American Democracy Project hosts "Times Talks: Sex Trafficking," public

forum, 11:30 a.m., Shepherd Union Lair, free, [lmurray@weber.edu](mailto:lmurray@weber.edu).

**Friday (Feb. 5):** WSU's Department of Performing Arts presents "33MM: A Musical Exhibition," a collection of snapshots blended with music, 7:30 p.m., Browning Center Eccles Theater, \$12/\$10, [cdenniston@weber.edu](mailto:cdenniston@weber.edu) or [weberstatetickets.com](http://weberstatetickets.com).

**Friday (Feb. 5):** WSU's Outdoor Program hosts weekly Ogden Dusk Patrol back-country skiing, 4 p.m., 3925 Snow Basin Road, Huntsville, free, [weber.edu/outdoor/friday-night-dusk-patrol.html](http://weber.edu/outdoor/friday-night-dusk-patrol.html) or [801-626-6373](tel:801-626-6373).

**Saturday (Feb. 6):** WSU's Department of Visual Arts and the Shaw Gallery host Snow Days, an opportunity for families to tour the gallery and create art/craft projects, 10 a.m.-noon, Kimball Visual Art Center Shaw Gallery, free, public welcome, [cdenniston@weber.edu](mailto:cdenniston@weber.edu).

**Saturday (Feb. 6):** WSU's Department of Performing Arts presents "33MM: A Musical Exhibition," a collection of snapshots blended with music, 2 p.m., Browning Center Eccles Theater, \$12/\$10, [cdenniston@weber.edu](mailto:cdenniston@weber.edu) or [weberstatetickets.com](http://weberstatetickets.com).

**Saturday (Feb. 6):** WSU women's basketball vs. North Dakota, 2 p.m., Dee Events Center, \$5/\$3/free to WSU students with Wildcard ID, [801-626-8500](tel:801-626-8500) or [weberstatetickets.com](http://weberstatetickets.com).

**Saturday (Feb. 6):** WSU's Department of Performing Arts presents "33MM: A Musical Exhibition," a collection of snapshots blended with music, 7:30 p.m., Browning Center Eccles Theater, \$12/\$10, ASL interpretation available at this performance, [cdenniston@weber.edu](mailto:cdenniston@weber.edu) or [weberstatetickets.com](http://weberstatetickets.com).

**Saturday (Feb. 6):** WSU's Center for Community Engaged Learning hosts "Concert for Adrian," a memorial scholarship fundraiser, 7 p.m., Peery's Egyptian Theater (2415 Washington Blvd., Ogden), \$12 minimum donation, [ccel@weber.edu](mailto:ccel@weber.edu) or [801-626-7737](tel:801-626-7737).

**Monday (Feb. 8):** WSU's Department of Mathematics presents the Frank and Lisa Richards Mathematics Lecture Series, "Harmonious Equations: A Mathematical Exploration of Music," mathematician and violinist David Kung conceptualizes math with music, 7-8:30 p.m., Lind Lecture Hall Room 125, free, [weber.edu/mathematics](http://weber.edu/mathematics).

**Tuesdays (Feb. 9-Mar. 1):** WSU's Division of Continuing Education hosts "Business Structure & Finance for the Entrepreneur," a four-week course on ownership, documentation and finance, 10 a.m.-noon, WSU Downtown (2314 Washington Blvd., Ogden), \$55, register at [continue.weber.edu](http://continue.weber.edu) or [801-626-6600](tel:801-626-6600).

**Tuesdays (Feb. 9-Mar. 15):** WSU's Division of Continuing Education hosts "Action Photography," a six-week course on photographing social gatherings, 7-9 p.m., Weber State Farmington Station (270 N. East Promontory, Farmington), \$75, register at [continue.weber.edu](http://continue.weber.edu) or [801-626-6600](tel:801-626-6600).

**Tuesdays (Feb. 9-Mar. 1):** WSU's Division of Continuing Education hosts "Business Structure & Finance for the Entrepreneur," a four-week course on ownership, documentation and finance, 10 a.m.-noon, WSU Downtown (2314 Washington Blvd., Ogden), \$55, register at [continue.weber.edu](http://continue.weber.edu) or [801-626-6600](tel:801-626-6600).

**Tuesday (Feb. 9):** WSU's Hall Global Entrepreneurship Program presents the Young Subaru Entrepreneurship Lecture Series, Mike Glauser, Golden Swirl founder, 6 p.m., Wattis Business Building Room 203, dinner provided, free, [amyhirschi1@weber.edu](mailto:amyhirschi1@weber.edu).

**Wednesday (Feb. 10):** WSU's Outdoor Program hosts weekly Ogden Dawn Patrol back-country skiing (continues until March 30), 4:30 a.m., WSU Outdoor Program, free, [801-626-6373](tel:801-626-6373) or [outdoorprogram@weber.edu](mailto:outdoorprogram@weber.edu).

**Wednesday (Feb. 10):** WSU's Department of History hosts the Weber State Shakespeare film series, "The Merchant of Venice," a 16th-century merchant must default on a large loan, 6:30 p.m., free, discussion to follow, Shepherd Union Wildcat Theater, [sfrancis@weber.edu](mailto:sfrancis@weber.edu) or [801-626-6781](tel:801-626-6781).



**Thursday (Feb. 11):** WSU's Goddard School of Business & Economics hosts the Ralph Nye Executive Lecture Series, "Seeing Beyond Life's Borders," speaker Tim Wheelwright, Durham Jones & Pinegar immigration law attorney, noon, Wattis Business Building Smith Lecture Hall, free, [801-626-7307](tel:801-626-7307) or [orgsbe@weber.edu](mailto:orgsbe@weber.edu).

**Thursday (Feb. 11):** WSU men's basketball vs. Sacramento State, 7 p.m., Dee Events Center, \$26/\$23/\$19/\$16/\$12/\$10/\$8/free to WSU students with Wildcard ID, [801-626-8500](tel:801-626-8500) or [weberstatetickets.com](http://weberstatetickets.com).

**Friday-Monday (Feb. 12-15):** WSU's Outdoor Program hosts the Cooperative Presidents Day Back Country Yurt Trip, Bloomington Canyon, Idaho, \$125/\$95, prior experience and pre-trip meeting attendance required, [outdoorprogram@weber.edu](mailto:outdoorprogram@weber.edu) or [weber.edu/outdoor/presidentsday-backcountryyurttrip.html](http://weber.edu/outdoor/presidentsday-backcountryyurttrip.html).

**Friday (Feb. 12):** WSU men's tennis vs. Montana State, 11 a.m., Ogden Athletic Club (1221 E. 5800 S., South Ogden), free, [weberstatesports.com](http://weberstatesports.com).

**Friday (Feb. 12):** WSU's Toastmasters Club, 11:30 a.m.-12:30 p.m., Lampros Hall Room 218D, learn new speaking and leadership skills, free, contact [wildcattoastmasters@weber.edu](mailto:wildcattoastmasters@weber.edu) or [facebook.com/wildcattoastmastersclub/](https://facebook.com/wildcattoastmastersclub/).

**Friday (Feb. 12):** WSU's Women's Center hosts screening of the film "Selma," a chronicle of Martin Luther King's voting-rights campaign via a march from Selma to Montgomery, Alabama, noon, Shepherd Union Room 322, [womenscenter@weber.edu](mailto:womenscenter@weber.edu) or [801-626-6090](tel:801-626-6090).

**Saturday (Feb. 13):** WSU men's basketball vs. Portland State, 7 p.m., Dee Events Center, \$26/\$23/\$19/\$16/\$12/\$10/\$8/free to WSU students with Wildcard ID, [801-626-8500](tel:801-626-8500) or [weberstatetickets.com](http://weberstatetickets.com).

**Sunday (Feb. 14):** WSU women's tennis vs. Iowa State, 11 a.m., Ogden Athletic Club (1221 E. 5800 S., South Ogden), free, [weberstatesports.com](http://weberstatesports.com).

**Monday (Feb. 15):** Presidents Day – campus closed

**Tuesday (Feb. 16):** Weber State University Davis Student Services and the WSU Women's Center host "Understanding Consent" presented by Stephanie McClure, WSU Women's Center director, 4-5 p.m., WSU Davis Building 2 Room 117 (2750 University Park Blvd., Layton), free, [jenniferunguren@weber.edu](mailto:jenniferunguren@weber.edu) or [801-395-3517](tel:801-395-3517).

**Wednesday (Feb. 17):** WSU's Outdoor Program hosts weekly Ogden Dawn Patrol back-country skiing (continues until March 30), 4:30 a.m., WSU Outdoor Program, free, [801-626-6373](tel:801-626-6373) or [outdoorprogram@weber.edu](mailto:outdoorprogram@weber.edu).

**Wednesday (Feb. 17):** WSU's Shaw Gallery Film Series and Utah Film Center present "Unbranded," four men domesticate wild Mustangs, 7 p.m., Peery's Egyptian Theater (2415 Washington Blvd., Ogden), free, [cdenniston@weber.edu](mailto:cdenniston@weber.edu) or [801-626-6331](tel:801-626-6331).

**Wednesday (Feb. 17):** WSU's Walker Political Leadership Institute Series hosts a presentation on caucus participation with congressman Rob Bishop and Davis County Democratic party chair Stroh de Caire, 7 p.m., Hurst Center Dumke Legacy Hall, free, [801-626-6206](tel:801-626-6206) or [cmcnamara@weber.edu](mailto:cmcnamara@weber.edu).

**Thursday (Feb. 18):** WSU's Goddard School of Business & Economics hosts the Ralph Nye Executive Lecture Series, "What I've Learned in Business," speaker DeWayne Ashmead, Albion Laboratories president, noon, Wattis Business Building Smith Lecture Hall, free, [801-626-7307](tel:801-626-7307) or [gsbe@weber.edu](mailto:gsbe@weber.edu).

**Thursday (Feb. 18):** WSU's Center for Community Engaged Learning's Engaged Learning Series presents "Nurture the Creative Mind," presentation and workshop, 10 a.m.-2 p.m., Shepherd Union



Wildcat Theater, [ccel@weber.edu](mailto:ccel@weber.edu) or [801-626-7737](tel:801-626-7737).

**Thursday (Feb. 18):** WSU's Department of Performing Arts hosts a reading by Terrance Hayes, Hurst Artist in Residence and poet, 5:30 p.m., Browning Center Eccles Theater, free, [cdenniston@weber.edu](mailto:cdenniston@weber.edu) or [801-626-6431](tel:801-626-6431).

**Thursday (Feb. 18):** WSU women's basketball vs. Southern Utah, 7 p.m., Dee Events Center, \$5/\$3/free to WSU students with Wildcard ID, [801-626-8500](tel:801-626-8500) or [weberstatetickets.com](http://weberstatetickets.com).

**Friday (Feb. 19):** WSU's Outdoor Program hosts weekly Ogden Dusk Patrol back-country skiing, 4 p.m., 3925 Snow Basin Rd, Huntsville, free, [weber.edu/outdoor/friday-night-dusk-patrol.html](http://weber.edu/outdoor/friday-night-dusk-patrol.html) or [801-626-6373](tel:801-626-6373).

**Saturday (Feb. 20):** WSU's Division of Continuing Education hosts "Oil Painting Still Life Subjects: Intermediate," 9 a.m.-noon, Kimball Visual Arts Center Room 307, \$45, register at [continue.weber.edu](http://continue.weber.edu) or [801-626-6600](tel:801-626-6600).

**Saturday (Feb. 20):** WSU's Outdoor Program hosts "Intro to Back Country Touring," course designed to introduce ski-touring basics, 8 a.m.-5 p.m., Ben Lomond Peak, \$25/\$20, [801-626-6373](tel:801-626-6373) or [weber.edu/outdoor/introduction\\_to\\_back\\_country\\_touring.html](http://weber.edu/outdoor/introduction_to_back_country_touring.html).

**Saturday (Feb. 20):** WSU's College of Engineering, Applied Science & Technology hosts the FIRST Tech Robotics Challenge Utah championship, 11:30 a.m. opening ceremony, Swenson Gym, free, [801-626-7552](tel:801-626-7552) or [utftc@weber.edu](mailto:utftc@weber.edu).

**Saturday (Feb. 20):** WSU women's basketball vs. Northern Arizona, 2 p.m., Dee Events Center, \$5/\$3/free to WSU students with Wildcard ID, [801-626-8500](tel:801-626-8500) or [weberstatetickets.com](http://weberstatetickets.com).

**Sunday (Feb. 21):** WSU's Department of Performing Arts presents Giuseppe Verdi's "Requiem," performed by WSU Choirs and Symphony Orchestra, 7:30 p.m., St. Joseph Catholic Church (514 24th St, Ogden), \$7/\$6, [cdenniston@weber.edu](mailto:cdenniston@weber.edu) or [weberstatetickets.com](http://weberstatetickets.com).

**Monday-Wednesday (Feb. 22-24):** WSU's 19th Annual Storytelling Festival featuring national and local storytellers, various times and locations, [weber.edu/storytelling](http://weber.edu/storytelling), [story@weber.edu](mailto:story@weber.edu) or [801-626-7222](tel:801-626-7222).

**Monday (Feb. 22):** WSU's Department of Performing Arts host The Formosan Duo, WSU faculty members Shi-Hwa Wang on violin and Yu-Jane Yang on piano, 7:30 p.m., Browning Center Austad Auditorium, \$7/\$6, [cdenniston@weber.edu](mailto:cdenniston@weber.edu) or [weberstatetickets.com](http://weberstatetickets.com).

**Monday (Feb. 22):** The Weber Historical Society hosts "Emmett Till: The Murder That Shocked the World," a lecture by Devery Anderson, civil-rights author, 7 p.m., Hurst Center Dumke Legacy Hall, [jennyeckenbrecht@weber.edu](mailto:jennyeckenbrecht@weber.edu) or [801-626-6706](tel:801-626-6706).

**Tuesday (Feb. 23):** WSU's Department of History and Weber Reads host "Why Shakespeare?" a lecture on the relevance of Shakespeare in the modern world, speaker Colleen Paddock, Utah Shakespeare Festival Board member, 1:30 p.m., Elizabeth Hall Room 229, free, [slfrancis@weber.edu](mailto:slfrancis@weber.edu) or [801-626-6781](tel:801-626-6781).

**Wednesday (Feb. 24):** WSU's Outdoor Program hosts weekly Ogden Dawn Patrol back-country skiing (continues until March 30), 4:30 a.m., WSU Outdoor Program, free, [801-626-6373](tel:801-626-6373) or [outdoorprogram@weber.edu](mailto:outdoorprogram@weber.edu).

**Wednesday (Feb. 24):** WSU's student newspaper The Signpost presents "Frame by Frame," a documentary about four Afghan journalists journey just after photography was legalized, 2:45 p.m., Shepherd Union Wildcat Theater, [gedwards@weber.edu](mailto:gedwards@weber.edu) or [801-626-7974](tel:801-626-7974).

**Thursday (Feb. 25):** WSU's Goddard School of Business & Economics hosts the Ralph Nye Executive Lecture Series, "Capital Project Logistics – A Global Journey," speaker Jan Otto, Panalpina

Inc. vice president of operations, noon, Wattis Business Building Smith Lecture Hall, free, [801-626-7307](tel:801-626-7307) or [gsbe@weber.edu](mailto:gsbe@weber.edu).

**Thursday (Feb. 25):** WSU men's basketball vs. Montana State, 7 p.m., Dee Events Center, \$26/\$23/\$19/\$16/\$12/\$10/\$8/free to WSU students with Wildcard ID, [801-626-8500](tel:801-626-8500) or [weberstatetickets.com](http://weberstatetickets.com).

**Friday (Feb. 26):** WSU's Toastmasters Club, 11:30 a.m.-12:30 p.m., Lampros Hall Room 218D, learn new speaking and leadership skills, free, contact [wildcattoastmasters@weber.edu](mailto:wildcattoastmasters@weber.edu) or [facebook.com/wildcattoastmastersclub/](https://facebook.com/wildcattoastmastersclub/).

**Friday (Feb. 26):** WSU's Outdoor Program hosts weekly Ogden Dusk Patrol back-country skiing, 4 p.m., 3925 Snow Basin Rd, Huntsville, free, [weber.edu/outdoor/friday-night-dusk-patrol.html](http://weber.edu/outdoor/friday-night-dusk-patrol.html) or [801-626-6373](tel:801-626-6373).

**Friday (Feb. 26):** WSU's Department of Performing Arts presents "Nice Work If You Can Get It," a tale of scrambled romances and hidden identities in the roaring '20s, 7:30 p.m., Browning Center Allred Theater, \$12/\$10, [cdenniston@weber.edu](mailto:cdenniston@weber.edu) or [weberstatetickets.com](http://weberstatetickets.com).

**Saturday (Feb. 27):** WSU's Education and Outreach Program hosts FAFSA Frenzy, assistance for high-school seniors submitting federal financial-aid applications, 9 a.m.-3 p.m., Shepherd Union Room 230 C and WSU Davis Building 2 Room 101, (2750 North University Park Blvd., Layton), [801-626-7006](tel:801-626-7006) or [rstubbs@weber.edu](mailto:rstubbs@weber.edu).

**Saturday (Feb. 27):** WSU men's basketball vs. Montana, 7 p.m., Dee Events Center, \$26/\$23/\$19/\$16/\$12/\$10/\$8/free to WSU students with Wildcard ID, [801-626-8500](tel:801-626-8500) or [weberstatetickets.com](http://weberstatetickets.com).

**Saturday (Feb. 27):** WSU's Department of Performing Arts presents "Nice Work If You Can Get It," a tale of scrambled romances and hidden identities in the roaring '20s, 7:30 p.m., Browning Center Allred Theater, ASL interpretation available at this performance, \$12/\$10, [cdenniston@weber.edu](mailto:cdenniston@weber.edu) or [weberstatetickets.com](http://weberstatetickets.com).